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REPORTS

FROM

COMMISSIONERS:

TWENTY VOLUMES.

—(10)—

Session 1856,

(19° & 20° VICTORIÆ,)

ARRANGED IN VOLUMES.

VOL. XXVII.

REPORTS, PAPERS, &c.

CONTINUED.

SUBJECT OF THIS VOLUME:

National Education (Ireland).

1856.

REPORTS, PAPERS, &c.
1856.

CONTENTS OF THIS VOLUME.

NOTE.— *The* FIGURE *placed at the* END OF THE LINE *refers to the Manuscript Paging of the Volume as arranged for the House.*

NATIONAL EDUCATION (IRELAND).

42] The TWENTY-SECOND REPORT of the COMMISSIONERS of NATIONAL EDUCATION in IRELAND (for the Year 1855), with APPENDICES. page 1

VOL. XLVII.

THE

TWENTY-SECOND REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

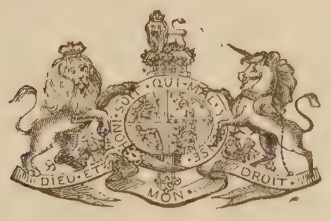
IN IRELAND,

(FOR THE YEAR 1855),

WITH APPENDICES.

VOL. I.

Presented to both Houses of Parliament by Command of Her Majesty.



DUBLIN:
PRINTED BY ALEX. THOM & SONS, 87, ABBEY-STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.

1856.

142 I]

CONTENTS

OF THE

TWENTY-SECOND REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION

IN IRELAND.

(1855.)

VOL. I.

Page

REPORT, ... 1

FINANCIAL STATEMENT:

Account of the Receipts and Disbursements of the Commissioners of National Education, for the year ended 31st December, 1855, 21

STATISTICAL TABLES:

No. 1. Table showing the progressive Increase of the National Schools, and the Number of Children in attendance upon them, from the date of the First Report of the Commissioners of National Education in Ireland, to the 31st December, 1855, . . 30

No. 2. Table showing the Increase in the National Schools, and the Number of Children in attendance upon them, during the year 1855, as compared with the preceding year, . . 30

No. 3. Table showing in what Provinces the 229 New Schools, taken into connexion during the year 1855, are situated, and the nature of the Grants awarded to them, . . . 31

No. 4. Table showing the Number of National Schools in each Province, whether in Operation, in progress of Building, or Suspended, with their actual daily average, and expected Attendances, ... 31

No. 5. Table showing the Number of Workhouse Schools in connexion with the Board, on the 31st December, 1855, and the Provinces in which they are situated, included in Table 4, of Schools in Operation, ... 31

No. 6. Table showing the Number of Children on the Rolls of the Workhouse National Schools, for the half-years ended 30th September, 1852, 1853, 1854, and 1855; also the Decrease in the two latter half years, as compared with the former, and in those two as compared with each other, . . 32

No. 7. Table showing the number of Teachers Trained during the year 1855, for National Schools, and for Schools not National, distinguishing the Religious denominations of each, 32

STATISTICAL TABLES—*continued.*

Page

No. 8. Table showing the Number of National Teachers Trained in 1855, with the Number in each Class at the commencement and expiration of the Course of Training, . . . 32

No. 9. Table showing the Number of Males and Females in the Special Class, during the year 1855, distinguishing their Religious denominations, ... 33

No. 10. Table showing the Classification and Destination of the Fifty Males and Females, of the Special Class, who left the Training Institution, or were appointed to Schools, during the year 1855, ... 34

NAMES OF THE COMMISSIONERS:

List of the Commissioners of National Education, on the 31st December, 1855, ... 35

APPENDICES.

APPENDIX A.

I. Rules and Regulations of the Commissioners of National Education, . 39

II. Forms of Leases and Assignment; Charter of Incorporation:

No. 1. Form A of Lease to Commissioners of National Education, in their Corporate capacity, . . . 62

No. 2. Form B of Lease to the Commissioners of National Education, in their Corporate capacity, . . . 67

No. 3. Form of Assignment or Conveyance of National School Premises by Trustees, to the Commissioners of National Education, in their Corporate capacity, . . 73

No. 4. Charter of *Incorporation*, granted by *Her Majesty*, to the Board of National Education in Ireland, . . 75

III. Book and Free Stock Lists:

No. 1. List of Books Published and Sold by the Commissioners of National Education in Ireland, . . . 78

No. 2. Not Published, but sanctioned by the Commissioners of National Education in Ireland, ... 79

No. 3. List of Books from which Managers are to select Free Stock, ... 80

IV. Official Forms:—I. Forms of Inspectors' Reports and Applications for Aid:

No. 1. Form of District Inspector's Report upon Application for Aid towards building a School-house, . . . 83

No. 2. Form of District Inspector's Report upon Application for Aid towards payment of Teacher's Salary, and for Supply of Books, &c., ... 85

No. 3. Form of District Inspector's Report upon Application for Salary to Assistant Teachers in —— National School, . 88

APPENDIX A.—*continued.*

Page

No. 4. Form of District Inspector's Report upon Application for Salary to a Workmistress in —— National School, . 89

No. 5 Form of District Inspector's Report upon Application for an Additional Salary to the Teacher, and for supply of Books, &c., for Evening School, . . . 90

No. 6. Form of Report upon Application for Salary to the Teacher as Agriculturist in —— National School, . . 91

No. 7. Queries to be answered on Application to the Commissioners of Education for Aid towards the Salary of the Teacher or Teachers of (a vested) National School, ... 92

No. 8. Queries to be answered on Application to the Commissioners of Education for Aid towards the Salary of an Assistant Teacher in —— National School, . . 92

No. 9. Queries to be answered on Application to the Commissioners of Education for Aid towards the Salary of a Workmistress in —— National School, . . . 93

No. 10. Queries to be answered on Application to the Commissioners of Education for an Additional Salary to the Teacher, and for supply of Books, &c., for —— Evening School, ... 94

No. 11. Queries to be answered on Application to the Commissioners of Education for Aid towards payment of Salary for Industrial Teacher in —— School, . . . 94

No. 12. Queries to be answered on Application to the Commissioners of Education for a Grant of Additional Salary for the Teacher of —— Ordinary Agricultural National School, ... 95

No. 13. Form of Application to the Commissioners of Education for supply of Books, &c., for the School of the —— Poor Law Union, ... 95

No. 14. Instruction for Making Application for Aid towards building National School Houses, . . . 96

No. 15. Instructions for Making Application for Salary and Books, ... 98

II. Forms of Head, District, and Agricultural Inspectors' Reports on National Schools:

No. 1. Form of Head Inspector's Report on —— National School, 99

No. 2. Form of (District Inspector's) Primary Report on —— National School, ... 103

No. 3. Form of (District Inspector's) Secondary Report on —— National School, ... 107

No. 4. Form of Report upon —— Poor Law Union National School, ... 111

No. 5. Form of (Agricultural Inspector's) Report on the —— Agricultural School, ... 114

No. 6. Form of (District Inspector's) Supplemental Report on —— Model Agricultural School, . . . 115

APPENDIX A—*continued.*

Page

No. 7. Form of (District Inspector's) Term Report on —— National District Model School, ... 116

No. 8. Form of Teacher's Weekly Report on —— National District Model School, ... 119

V. Thirteen Practical Rules for the Teachers of National Schools, . 121

VI. Programmes of Instruction for Pupils in National Schools, or Minimum amount of Proficiency required for each Class, . . . 122

VII. Notice to Managers of National Schools relative to the payment of Teachers' Salaries, ... 127

APPENDIX B.

LIST OF SCHOOLS VESTED IN, OR ASSIGNED TO, THE COMMISSIONERS OF NATIONAL EDUCATION, IN THEIR CORPORATE CAPACITY:

Table 1. Ordinary National Schools vested in, or assigned to, the Commissioners, ... 130

Table 2. Model Agricultural Schools do. do. . 150

Table 3. District Model Schools do. do. . 151

Table 4. Metropolitan Model Schools do. do. . 152

APPENDIX C.

I. List of 5,124 Schools in Operation on the 31st December, 1855, with Summaries in Counties and Provinces, ... 154

II. List of 45 Schools to which the Commissioners made Grants towards Building and Fitting-up, and which were not in operation on the 31st December, 1855, with Summaries in Counties and Provinces, . 338

III. List of 209 Schools struck off the Roll during the year 1855, with the reasons assigned, ... 343

IV. List of 23 Schools Suspended for various reasons, . . . 347

V. List of 87 Schools vested in, or assigned to, the Commissioners of National Education, towards the repairs of which Grants were awarded during the year ended 31st December, 1855, . . 347

VI. List of Teachers in National Schools to whom Premiums were paid in the year 1855, for "order," &c., ... 350

VII. List of Teachers in Workhouse Schools to whom Gratuities were paid in the year 1855, ... 364

VIII. Table showing the number of National Schools in Operation, and the Number of Children on the Rolls, for the half-years ending 31st March and 30th September, 1855, with the Average Daily Attendance for the same periods, as returned by the Managers; the Number of Schools towards the Erection of which the Commissioners have made Grants, but which had not come into operation until after the 31st December, 1855, and the expected attendance upon them; the Number of Suspended Schools; the Number of Schools struck off, with the Number on the Rolls, and Average Daily Attendance upon them for the portion of the year during which they were open, the amount of Aid received by them during the year, and the amount of their outstanding Grants then cancelled, . . 365

APPENDIX D.

Page

I. Lists of New Schools taken on during the year:
Statistics (Nos. 1 and 2) of 154 Applications upon which Grants made by the Commissioners of National Education during the year ended the 31st December, 1855:
No. 1. List of 140 Schools, to which Grants of Salaries and Books, or Books only, were made, and which are included in Appendix C I., ... 369
No. 2. List of 14 Schools, to which the Commissioners appropriated Grants during the year 1855, for Building and Fitting-up, and which are included in Appendix C II., 372

II. Lists (Nos. 1 and 2) of Evening and Industrial Schools in connexion on the 31st December, 1855:
No. 1. List of 48 Evening Schools, in connexion with the Commissioners on the 31st December, 1855, . . 374
No. 2. List of 42 Industrial Schools in connexion with the Commissioners on the 31st December, 1855, . . 374

III. Lists (Nos. 1, 2, 3, 4, and 5) of 153 Agricultural Schools in connexion on the 31st December, 1855, whether Building or in Operation:
No. 1. Thirty Model Agricultural Schools in Operation, . 375
No. 2. Four Agricultural Schools in partial Operation, . 375
No. 3. Two Agricultural Schools in course of Building, . 375
No. 4. Forty-five Ordinary Agricultural Schools in Operation, 376
No. 5. Seventy-nine Workhouse Agricultural Schools in Operation, ... 376

IV. Lists (Nos. 1, 2, and 3) of 151 Operation Schools which do not receive Salaries from the Board:
No. 1. List of (139) Workhouse Schools in connexion on the 31st December, 1855, with the No. on the Rolls, and Average Daily Attendance of Pupils, as returned by the Managers, for the half-year ended 30th September, 1855, ... 377
No. 2. List of (10) Prison Schools receiving Grants of Books and benefits of Inspection, ... 381
No. 3. List of (2) National Schools in which the Managers or Patrons, at their own request, receive only Grants of Books and benefits of Inspection, . . . 381

V. List of (111) Convent and Monastic Schools in connexion on 31st December, 1855, with the Number on the Rolls and the Average Daily Attendance, as returned by the Managers for the half-year ending 30th of September, 1855, ... 381

VI. List of (17) Schools brought into operation during the year 1855, towards the erection of which the Commissioners made Grants. Included in Appendix C, No. I., ... 384

APPENDIX E.

Page

I. National School Districts with the Inspectors in charge, on the 31st December, 1855:
- No. 1. Head Inspectors of National Schools, . . . 387
- No. 2. District ,, ,, . . . 387
- No. 3. Sub ,, ,, . . . 388
- No. 4. Agricultural ,, ,, . . . 388

II. National School Districts, with the Inspectors in Charge, on 31st December, 1855, ... 388

III. County Index to Districts, ... 410

APPENDIX F.

I. Two Tables, showing the Number of Vested and to be Vested National Schools, on 31st December, 1855, ... 411

II. Names of Teachers recommended by Professors and Selected by the Commissioners for Lord Morpeth's (now the Earl of Carlisle) Premium (the Interest of £1,000), for the year 1855, . . . 412

THE

TWENTY-SECOND REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

(FOR THE YEAR 1855.)

TO HIS EXCELLENCY GEORGE WILLIAM FREDERICK, EARL OF CARLISLE, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

I.—1. We, the Commissioners of National Education in Ireland, beg leave to submit to your Excellency this our Twenty-second Report.

II.—2. On the 31st of December, 1854, we had 5,178 schools in operation, which were attended by 556,551 children. At the close of the year 1855, the number of schools in operation was 5,124, attended by 538,246; showing a decrease in the schools in operation of 54, and a decrease in the attendance for the year 1855, as compared with the year 1854, of 18,305 children. The decrease in the attendance in our Workhouse Schools has alone amounted to 10,450 of this number. Number of schools in operation.

3. We have made grants at various times, amounting to £3,277 4*s.* 8*d.*, towards the erection of 25 ordinary National School-houses, which will contain in the whole 34 separate school-rooms. In addition to the ordinary National Schools not yet built, there are also in course of erection 5 Model School-houses of various kinds, containing in the whole 11 school-rooms. When these 30 buildings shall have been completed, they will afford accommodation to 5,006 additional children. Of the above 25 grants, 11 were awarded during the year 1855, involving liabilities to the amount of £1,414 9*s.* 8*d.* Building grants.

4. The number of schools struck off during the year 1855, was 209;* 14 schools were suspended, making—together with the 9 schools previously suspended—a total of 23 schools now in "suspended list," which, however, may hereafter be re-opened; Total number of schools.

* Of the 209 schools struck off the roll during the last year, 197 had been previously in operation. To the remaining 12 schools grants for building had from time to time been awarded, which grants were cancelled for various reasons. The reasons in each case for their being so removed from our rolls are given in the Appendix.

and 154 schools were added to the list. The entire number of schools on our rolls on the 31st December, 1855, was 5,192, including those in operation, those suspended, and those towards the building of which we have promised aid.

The number of Schools in operation.

5. The following Table shows the number of National Schools in operation, together with the number of children in attendance therein, as specified in our several Reports, to the 31st of December, 1855. From this return it will be seen that there has been a decrease of 54 schools during the past year. This decrease has arisen from the fact that an unusual number of schools have been struck off the rolls since the date of our last Report, in consequence of the attendance having, from various causes, fallen much below the required daily average. There has also been an unusually large number of vested schools suspended for similar reasons.

No. and Date of Report.	No. of Schools in operation.	No. of Children on the Rolls, for half-years ending 30th September.
No. 1, 31st December, 1833,	789	107,042
No. 2, 31st March, 1835,	1,106	145,521
No. 3, do. 1836,	1,181	153,707
No. 4, do. 1837,	1,300	166,929
No. 5, do. 1838,	1,384	169,548
No. 6, 31st December, 1839,	1,581	192,971
No. 7, do. 1840,	1,978	232,560
No. 8, do. 1841,	2,337	281,849
No. 9, do. 1842,	2,721	319,792
No. 10, do. 1843,	2,912	355,320
No. 11, do. 1844,	3,153	395,550
No. 12, do. 1845,	3,426	432,844
No. 13, do. 1846,	3,637	456,410
No. 14, do. 1847,	3,825	402,632
No. 15, do. 1848,	4,109	507,469
No. 16, do. 1849,	4,321	480,623
No. 17, do. 1850,	4,547	511,239
No. 18, do. 1851,	4,704	520,401
No. 19, do. 1852,	4,875	544,604
No. 20, do. 1853,	5,023	550,631
No. 21, do. 1854,	5,178	551,110
No. 22, do. 1855,	5,124	535,905*

Average number on the rolls of each school.

6. The total number in 1855 of 538,246 children, in the 5,124 schools in operation, gives an average, on the rolls, of 105·04 to each school.

Average daily attendance of pupils.

7. The subjoined Return shows that the average daily attendance of pupils for the half-year ended the 30th of September, 1855, was 252,488, and that the number on the rolls for the same period was, as we have already stated, 535,905.

* There was, in addition to these numbers, an attendance of 2,341 children, with a daily average of 1,337 in schools to which salaries were granted during the three months from the 30th September to the 31st December, 1855, making the total attendance on the rolls 538,246 (as stated in second paragraph of this report), with an average daily attendance of 253,825.

TABLE showing the total number of Schools in operation in each Province, on the 31st December, 1855, with the number of Children on the Rolls for the half-year ending 30th September, 1855; also the average daily attendance for the same period.

PROVINCE.	No. of Schools in operation on the 31st Dec., 1855.	No. on the Rolls for the half-year ending 30th September, 1855.	Average daily attendance for the half-year ending 30th Sept., 1855.
Ulster, . . .	1,882	149,923	68,952
Munster, . .	1,270	166,410	85,311
Leinster, . .	1,249	144,189	67,053
Connaught, . .	723	75,383	31,172
Total, . .	5,124	535,905*	252,488*

8. The average daily attendance of pupils for the half-year ending the 30th of September, 1855, as compared with that of the corresponding half-year, for 1854, exhibits a decrease of 14,611. Decrease in the average daily attendance for the half-year ending the 30th Sept., 1855.

9. The following summary exhibits the number of National Schools, in each province, on the 31st of December, 1855, and the number of children on the rolls for the half-year ended the 30th September, 1855, distinguishing those schools which were in operation, those to which we have promised building grants, and those suspended. Number of National Schools in each province, with the number of children in attendance.

PROVINCE.	Schools in operation on 31st December, 1855, with the attendance, as returned on the Rolls for the half-year ending Sept. 30, 1855, at the Schools then in operation.		Average Number on Rolls in each School in operation for Sept. half-year.	Schools to which there are outstanding Building Grants, with their expected attendance.		Suspended.	Total Number of Schools in connexion, on the 31st Dec. 1855.
	No. of Schools.	Attendance.		No. of Building.	Attendance.		
Ulster, .	1,882	149,923	79·60	15	2,271	7	1,904
Munster, .	1,270	166,410	131·03	10	1,010	4	1,284
Leinster, .	1,249	144,189	115·42	5	425	5	1,259
Connaught, .	723	75,383	104·26	15	1,300	7	745
Total, .	5,124	535,905†	104·58	45	5,006	23	5,192

10. The annexed Tabular Return of the 154 schools added Return of new

* See note at foot of page 2.

† There was, in addition to this number, an attendance of 2,341 children in schools to which salaries were granted during the three months, from the 30th September to the 31st December, 1855, making the total attendance on the rolls 538,246, being an average of 105·04 children per school.

schools in 1855, arranged in provinces.

to our list during the year 1855, shows the number in each province, with the nature of the aid granted.

Province.	Salary and Books.	Books only, to Workhouse and other Schools.	Towards Building and Furnishing Schools.	Total.
Ulster, . .	53	–	4	57
Munster, . .	39	–	3	42
Leinster, . .	23	1	1	25
Connaught, . .	24	–	6	30
Total, . .	139	1	14	154

Number and religious denominations of the Patrons or Managers of the new schools added in 1855.

11. Of the 154 schools specified in the preceding table, 152 are under the management of 130 individuals, many of them having more than one school under their care. The following is the number of Patrons of each religious denomination:—Church of England—clerical, 6, lay, 14; Presbyterian—clerical, 13; Protestant Dissenters—lay, 1; Roman Catholic—clerical, 84; lay, 12. Total Protestants of all persuasions, clerical and lay, 34; total Roman Catholic, clerical and lay, 96. The remaining 2 cases—one of which was a Workhouse School, and one a Prison School—were added upon joint applications from persons of different religious denominations.

Number of schools brought into operation in 1855, towards the erection of which the Commissioners had made grants.

12. There were 17 vested schools opened during the year, towards the erection of which we had made grants. These are included in the 5,124 schools in operation on the 31st December, 1855, and their names will be found inserted in a list in the Appendix.

Total number of vested and non-vested schools.

III.—13. At the termination of the year 1855, we had on our list, vested either in Trustees, or in our Board, 1,091 school-houses, containing 1,617 rooms, accommodating distinct schools. The number of non-vested schools was 3,554, several of which, as in many cases of vested schools, are held under the same roof, though in separate rooms. There are, in addition, 15 school-houses about to be vested in the Board, the leases of which are in course of execution. These 15 school-houses will contain 21 distinct apartments.

14. The number of schools vested in Trustees, on the 31st December, was 978. In addition, there were 548 (including 147 assigned) vested in us in our corporate capacity, and 91 schools for which we held bonds for the observance of our rules. There were also 21 schools, towards which we had made building grants, the leases for which were not then executed.

Repairs of school-houses vested in the Board.

15. During the year 1855, we made grants towards the repairs of schools vested in us, amounting to £1,045 17*s*. 8*d*.

Applications for grants to new schools.

IV.—16. The number of applications brought under consideration for grants to new schools in the year 1855, was 334. To 154 of these we promised the requisite assistance,

either for building, or for salaries and books. The remaining 180 applications were rejected for various reasons, of which official records are kept.

Total amount of salaries, gratuities, &c., paid in 1855.

V.—17. The total amount of salaries, premiums, and gratuities paid, in 1855, to the principal literary Teachers of National Schools, Assistants, Paid Monitors, Workmistresses, Teachers of Agricultural Schools, Evening Schools, Workhouse Schools, and Organizing Teachers, was £105,043 3*s.* 11*d.*, being an increase over the amount paid in the year 1854, of £10,952 7*s.* 6*d.*

Paid Monitors.

18. The amount paid to Monitors for the year 1855, in accordance with the following scale, was £1,896 15*s.*; the number of Paid Monitors at the close of the year was 452, of which two-thirds were males, and one-third females:

1st year, . .	£4	3rd year, . . .	£7
2nd „ . .	5	4th „ . .	8

National School Books.

VI.—19. The amount received for books and school requisites sold at reduced prices to National Schools, in the year 1854, was £6,742 18*s.* 8*d.*; in 1855, the amount received was £7,356 16*s.* 11*d.* The number of orders for books for National Schools received in 1855, was 7,447, making the average amount of each order 19*s.* 9¼*d.*

20. The estimated value of the grants of books and school requisites given as Free Stock, in 1855, was £5,980 5*s.* 11*d.* The number of grants was 2,307—being an average to each school of £2 11*s.* 10¼*d.*

21. In addition to the books sold by us to the National Schools, the sales made by Her Majesty's Stationery Office for the use of the public amounted to £9,651 9*s.*

Number and amount of premiums for the encouragement of cleanliness.

VII.—22. The sum expended in the year 1855, in premiums for the encouragement of cleanliness and good order, amounted to £938—which was distributed according to the following scale, viz., in each district:—

	£	*s.*	*d.*	£	*s.*	*d.*
1 Premium of	4	0	0 .	4	0	0
2 „ of	3	0	0 .	6	0	0
5 „ of	1	10	0 .	7	10	0
5 „ of	1	0	0 .	5	0	0
Total in each District, 13 Premiums, amounting to, ...				£22	10	0

Model Schools in Dublin. Total number of children on the rolls on the 30th Sept., 1855.

VIII.—23. The number of pupils on the rolls of our Model Schools, in Marlborough-street, upon the 30th of September, 1855, was—males, 665; females, 482; infants, 379; making a total of 1,526.

Their religious denominations.

24. The religious denomination of the 1,526 children on the rolls of the Model School, in Marlborough-street, at the above date are specified in the following return:—

	Males.	Females.	Infants.	Total.
Established Church,	97	58	27	182
Roman Catholics, .	549	400	344	1,293
Presbyterians, .	15	21	8	44
Other Dissenters, .	2	–	–	2
Jews, . . .	2	3	–	5
Total, . .	665	482	379	1,526

Number of Teachers trained in 1855.

IX.—25. We trained during the year, and supported at the public expense, 288 National Teachers, of whom 201 were males, and 87 females. We also trained 39 Teachers not connected with National Schools, who supported themselves during their attendance at the Model Schools. The total number of Teachers trained in 1855 was 327. Of the 288 Teachers of National Schools trained during the year, 18 were of the Established Church, 41 were Presbyterians, 2 of another denomination of Protestant Dissenters, and 227 Roman Catholics. The total number of male and female teachers trained from the commencement of our proceedings to the 31st of December, 1854, is 4,275. We do not include in this last number those Teachers who, at the time of their training, were unconnected with National Schools.

26. We subjoin two Tabular Returns—No. 1 showing to what class the Teachers belonged at the commencement of their course of training, and at its termination; No. 2 showing the classification of the National Teachers trained during the year 1855.

No. 1.—Table showing the number of National Teachers trained in 1855, with the Number in each Class at the *Commencement* and *Expiration* of the course of training.

Time.	Classification.												
	First Class.				Second Class.			Third Class.					
	1st Division.	2nd Division.	3rd Division.	Total.	1st Division.	2nd Division.	Total.	1st Division.	2nd Division.	Total.	Probationers.	Total Number of National Teachers trained and classed.	Teachers who entered but did not complete Course.	Total Number of National Teachers who entered Training Class.
Males.														
At entrance, .	.	.	.	.	4	5	9	67	83	150	42	.	4	205
On leaving, .	1	.	1	2	10	55	65	84	48	132	2	201	.	
Females.														
At entrance, .	.	.	.	.	3	12	15	37	19	56	16	.	3	90
On leaving, .	.	.	4	4	13	31	44	28	9	37	2	87	.	
Total.														
At entrance, .	.	.	.	.	7	17	24	104	102	206	58	.	7	295
On leaving, .	1	.	5	6	23	86	109	112	57	169	4	288	.	

No. 2.—TABLE showing the Classification of the Teachers trained during the year 1855.

Class.	Division.	Male Teachers.	Female Teachers.	Total of Male and Female Teachers in each Class and Division.
1st	1st	1	—	1
1st	2nd	—	—	—
1st	3rd	1	4	5
2nd	1st	10	13	23
2nd	2nd	55	31	86
3rd	1st	85	28	113
3rd	2nd	47	9	56
Probationers,	. . .	2	2	4
	Total,	201	87	288

27. The following Table shows that we had in our service, at the close of the year 1855, 5,042 Principal and Assistant Teachers (of whom 2,206 are trained) and the classes and divisions to which they respectively belonged. Number of Teachers in each class, and each division of a class.

TABLE showing the Number of Teachers, Principals and Assistants, in the service of the Board, on the 31st December, 1855, and their classification :—

Principals.	Assistants.	Total.	Classification.	
4,749	293	5,042*	1st Class, .	544
			2nd „ .	1,219
			3rd „ .	2,361
			Probationers,	918

X.—28. At the close of the year 1854 we had 142 Workhouse Schools under our Board. On the 31st of December, 1855, the number was 139, being a decrease of 3 as compared with the preceding year. Of these schools 27 are in Ulster, 50 in Munster, 34 in Leinster, and 28 in Connaught. The number of Poor Law Unions, at the above date, was 163. There are, therefore, only 24 Workhouse Schools not connected with our Board.

29. The number of children on the rolls, in 139 Workhouse Schools, for the half-year ending 30th September, 1855, was 30,741, and the average daily attendance, 21,686, being a decrease in the number on the rolls, as compared with the previous year, of 10,450.

30. The only assistance we grant, at present, to Workhouse Schools, independently of our Agricultural grants to them, con- Workhouse Schools.

* This number is exclusive of Teachers in the Workhouse and Prison Schools, in connexion with us, and Teachers in Convent Schools, no record being kept of their classification—the former not being paid by the Board, and the latter being paid according to the average daily attendance in their respective schools. Teachers of District Model Schools are also not included.

sists of books at reduced prices; of free stock; the advantage of periodical inspection; and gratuities to the Teachers, varying in amount from £3 to £6 yearly, according to the following scale:—

Male Teachers.

1st Class Gratuities, 20 at £6 each.
2nd „ „ 20 „ £4 „

Female Teachers.

1st Class Gratuities, 20 at £5 each.
2nd „ „ 20 „ £3 „

31. We have much pleasure in stating that the condition of the Workhouse Schools has become much more satisfactory than it was in former years. In consequence of the prosperous state of the country the number of children in attendance has greatly diminished, and the course of instruction has been much improved; but the marked progress which has been made in the education of the children who remain is not to be attributed to this circumstance alone, but also to the decided improvement that has taken place in the general management of these Schools under the local guardians.

West Dublin Model Schools.

XI.—32. The number of children on the rolls in the West Dublin Model School, for *the week ended* the 30th of September, 1855, was 459; the average daily attendance, 364.

District Model Schools.

XII.—33. We refer to the Reports of our Head Inspectors, which will be found in the Appendix on the condition of the District Model Schools. There are now 12 in operation. The number of children on the rolls of these schools, for the *half-year ended* the 30th of September, 1855, was 3,499, and the average daily attendance for the same period, 2,114. In the following table the total number on the rolls is divided into males, females, and infants:—

County.	School.	No. on Rolls for half-year ended 30th September, 1855.				Average daily attendance for half-year ended 30th September, 1855.
		Males.	Females.	Infants.	Total.	
Antrim, . .	Ballymena, .	118	103	102	323	170
Armagh, .	Newry, . .	143	114	66	323	178
Cavan, . .	Bailieboro', .	76	70	—	146	110
Londonderry, .	Coleraine, .	60	69	46	175	122
Cork, . .	Dunmanway,	138	116	—	254	195
Limerick, .	Limerick, .	103	93	78	274	208
Tipperary, .	Clonmel, .	105	83	69	257	205
Waterford, .	Waterford, .	68	32	35	135	101
Kildare, . .	Athy, . .	177	90	89	356	186
Kilkenny, .	Kilkenny, .	194	100	45	349	166
Meath, . .	Trim, . .	196	182	121	499	240
Galway, .	Galway, .	169	126	113	408	233
	Total, .	1,547	1,188	764	3,499	2,114

34. We have obtained from our Inspectors the subjoined returns, showing the number of children on the rolls of the District Model Schools for *the week ended* the 29th December, 1855, with their religious denominations.

Number of children on the rolls on the 29th Dec., 1855.

Roll No.	School.	No. on the Rolls for the week ended 29th Dec., 1855.	Religious Denomination.			
			Established Church.	R. Catholics.	Presbyterians.	Other Protestant Dissenters.
	NEWRY.					
5624	Male, . .	100	14	26	59	1
5625	Female, . .	105	28	15	57	5
5626	Infant, . .	58	14	16	25	3
	Total, .	263	56	57	141	9
	BALLYMENA.					
5621	Male, . .	93	13	12	61	7
5622	Female, . .	86	14	13	53	6
5623	Infant, . .	49	12	9	26	2
	Total, .	228	39	34	140	15
	COLERAINE.					
5618	Male, . .	70	10	11	47	2
5619	Female, . .	69	9	13	41	6
5620	Infant, . .	38	4	12	20	2
	Total, .	177	23	36	108	10
	BAILIEBOROUGH.					
5627	Male, . .	80	26	41	13	–
5628	Female, . .	80	14	47	19	–
	Total, .	160	40	88	32	–
	CLONMEL.					
5633	Male, . .	101	14	81	1	5
5634	Female, . .	93	11	78	3	1
5635	Infant, . .	62	7	48	3	4
	Total, .	256	32	207	7	10
	DUNMANWAY.					
5636	Male, . .	138	18	119	1	–
5637	Female, . .	117	8	109	–	–
	Total, .	255	26	228	1	–

Number of Children on the Rolls of the District Model School—*con.*

Roll No.	School.	No. on the Rolls for the week ending 29th Dec., 1855.	Religious Denomination.			
			Established Church.	R. Catholics.	Presbyterians.	Other Protestant Dissenters.
	TRIM.					
5630	Male, . .	127	20	107	–	–
5631	Female, . .	117	–	117	–	–
5632	Infant, . .	66	2	64	–	–
	Total, .	310	22	288	–	–
	ATHY.					
6209	Male, . .	132	24	98	3	7
6210	Female, . .	94	14	77	3	–
6615	Infant, . .	87	22	63	2	–
	Total, .	313	60	238	8	7
	GALWAY.					
6212	Male, . .	94	11	77	4	2
6213	Female, . .	56	5	50	1	–
6214	Infant, . .	70	10	55	5	–
	Total, .	220	26	182	10	2
	KILKENNY.					
6981	Male, . .	131	15	109	3	4
6982	Female, . .	96	3	92	–	1
6983	Infant, . .	75	5	69	–	1
	Total, .	302	23	270	3	6
	LIMERICK.					
6969	Male, . .	132	43	82	6	1
6971	Female, . .	93	13	73	7	–
6972	Infant, . .	56	13	27	6	–
	Total, .	281	69	192	19	1
	WATERFORD.					
6974	Male, . .	83	26	51	4	2
6975	Female, . .	50	14	33	1	2
6976	Infant, . .	51	11	37	3	–
	Total, .	184	51	121	8	4

35. It appears from the foregoing Returns, that for *the week ended* the 29th of December last, the total number of children on the rolls of our District Model Schools was 2,949 of which 467 were of the Established Church, 1,941 Roman Catholics, 477 Presbyterians, and 64 were Protestant Dissenters

36. Since the publication of our last Report the District Model Schools at Limerick and Waterford have been opened, and are going on satisfactorily. The Farm Buildings connected with the Agricultural Department of the latter school are nearly completed. The District Model School at Belfast will be ready for the reception of pupils in October next. The Farm Buildings of the intended Model Agricultural School at Belfast will be shortly commenced. We have taken an eligible site for the erection of a District Model School in Londonderry, for which plans will be prepared as soon as circumstances will permit.

District Model Schools at Waterford, Limerick, and Belfast.

37. The Inchicore Model Railway School, in connexion with the Great Southern and Western Railway, is conducted to our satisfaction. An Evening School for the scientific instruction of the mechanics, artisans, and other workmen employed by the Company, has been opened, and is likely to be attended with beneficial results.

Inchicore Model Railway School.

XIII.—38. Dr. Kirkpatrick, our Agricultural Inspector, has furnished his Annual Report for 1855 on the Model and other Agricultural Schools under our Board, and on the Albert Model Farm at Glasnevin. We publish this document in the Appendix.

Agricultural Schools. Dr. Kirkpatrick's Annual Report.

39. It appears, from a Tabular Return embodied in Dr. Kirkpatrick's Report, that on the 31st of December, 1855, the number of Model Agricultural Schools, either in full or partial operation, or in course of building, was 37, of ordinary Agricultural Schools, 46, of Workhouse Agricultural Schools, 79; of School Gardens 3, making a total of 165, and showing an increase on the year, upon all these classes of schools, of 10.

No. 1.—Twenty Model Agricultural Schools under the exclusive management of the Commissioners.

Under management of Commissioners of National Education.

County.	In full operation.	In partial operation.	Building.
Antrim,	Ballymoney,	Belfast,	
,,			
Cavan,	Bailieboro',		
Donegal,			Templedouglas.
Monaghan,	Bath,		
Cork,	Dunmanway,		
,,	Glandore,		
,,	Farrahy,		
,,		Munster,	
Limerick,	Tervoe,		
,,	Mt. Trenchard,		
,,		Limerick,	
Tipperary,	Kyle Park,		
,,	Derrycastle,		
,,	Gormanstown,		
Dublin,	Albert(Glasnevin)		
Kildare,	Athy,		
Kilkenny,	Woodstock,		
,,			Kilkenny.
Leitrim,	Leitrim,		
	Total, 15.	Total, 3.	Total, 2.

Under management of Local Patrons.

No. 2.—Seventeen Model Agricultural Schools under the management of Local Patrons.

County.	In full operation.	In partial operation.	Building.
Antrim,	Larne,	.	.
Armagh,	Markethill,	.	.
Donegal,	.	.	Dunlewey.*
Fermanagh,	Carrick,	.	.
Londonderry,	Templemoyle,	.	.
Monaghan,	Drumhilla,	.	.
Tyrone,	Loughash,	.	.
Clare,	Sallybank,	.	.
,,	Cahersherkin,	.	.
Waterford,	Gloungarragh,	.	.
Kilkenny,	Piltown,	.	.
King's,	Rahan,	.	.
Louth,	Dromiskin,	.	.
Galway,	Loughrea,	.	.
,,	Ballinakill,	.	.
,,	Castlehacket,	.	.
,,	Esker,	.	.
	Total, 16	.	Total, 1.

Model Agricultural School.

40. We give in the foregoing lists, Nos. 1 and 2, the names of the Model Agricultural Schools in connexion with our Board, on the 31st December, 1855. They are divided into two classes. The first comprises those schools under our exclusive control. The second consists of those schools towards which we have made building grants, and awarded salaries and books, but which are under the superintendence of local Patrons or Managers.

41. From these Returns it appears that of 37 Model Agricultural Schools, 31 were in full operation at the end of the past year; 3 in partial operation, and 3 in progress of erection.

42. The following is a summary of the numbers of Agricultural Schools in the several counties of Ireland, on the 31st December, 1855, and the class to which they belong:—

	Counties.	Agricultural Schools.				
		Model.	Ordinary.	School Gardens.	Workhouse.	Total.
1	Antrim,	3	3	.	6	12
2	Armagh,	1	1	.	.	2
3	Cavan,	1	2	.	.	3
4	Donegal,	2	5	.	.	7
5	Down,	.	.	.	2	2
6	Fermanagh,	1	.	.	.	1
7	Londonderry,	1	2	.	2	5
8	Monaghan,	2	.	.	4	6
9	Tyrone,	1	3	.	1	5
	Total in Ulster,	12	16	.	15	43

[*continued.*

* The building of this school is completed, but the Teachers have not yet been appointed.

	Counties.	Agricultural Schools.				
		Model.	Ordinary.	School Gardens.	Work-house.	Total.
10	Clare,	2	3	.	5	10
11	Cork,	4	4	.	8	16
12	Kerry,	.	.	.	4	4
13	Limerick,	3	1	.	2	6
14	Tipperary,	3	.	.	8	11
15	Waterford,	1	1	.	3	5
	Total in Munster,	13	9	.	30	52
16	Carlow,	.	1	.	.	1
17	Dublin,	1	.	2	3	6
18	Kildare,	1	1	.	2	4
19	Kilkenny,	3	5	.	2	10
20	King's,	1	.	.	1	2
21	Louth,	1	.	.	.	1
22	Longford,	.	1	.	3	4
23	Meath,	.	3	.	5	8
24	Queen's,	.	.	.	1	1
25	Westmeath,	.	.	.	1	4
26	Wexford,	.	3	.	2	2
27	Wicklow,	.	1	.	.	1
	Total in Leinster,	7	15	2	20	44
28	Galway,	4	.	.	5	9
29	Leitrim,	1	.	.	2	3
30	Mayo,	.	1	.	4	5
31	Roscommon,	.	3	1	3	7
32	Sligo,	.	2	.	.	2
	Total in Connaught,	5	6	1	14	26
	Grand Total,	37	46	3	79	165

TABLE showing the Number of Agricultural National Schools in the years 1852, 1853, 1854, and 1855.

YEAR.	Number of Agricultural National Schools in each Year.				
	Model.	Ordinary.	School Gardens.	Workhouse.	Total.
1852,	27	39	3	23	92
1853,	33	43	3	50	129
1854,	35	47	3	70	155
1855,	37	46	3	79	165

Workhouse Agricultural Schools.

43. It affords us much gratification to state, that there has been a considerable augmentation in the number of Workhouse Agricultural Schools during the year 1855.

44. The total number of Workhouse Agricultural Schools, on the 31st of December, 1855, was 79, of which 15 are in Ulster; 30 in Munster; 20 in Leinster; and 14 in Connaught. There has been an increase, on the whole, of 9 over the number for the year 1854.

Table of Agricultural Statistics in Appendix.

45. We insert in the Appendix, a Tabular Return showing the progress of the Agricultural Department for the year 1855, which is contained in the Report of our Agricultural Inspector.

Templemoyle Agricultural Seminary.

46. Since the Templemoyle Agricultural Institution was put under our Board, various arrangements have been adopted, with the sanction of the Committee, to render it more efficient in all its departments. Considering the importance of this school, and the great benefits which it is calculated to confer, we have thought it advisable to increase our endowment towards its support. The Agricultural department continues to be admirably conducted; and the literary instruction given to the Agricultural pupils, under the superintendence of a head and assistant teacher, embraces also the branches of a sound English education.

47. We regret to observe that considerable misapprehension exists with reference to the sums expended in the maintenance of Agricultural Schools.

48. We feel satisfied that the total annual cost for agricultural instruction throughout Ireland, exclusive of the cost of buildings, does not amount to £7,000.

49. We shall publish, in the Appendix to this Report, tables which will confirm the accuracy of this calculation.

50. This outlay, we are convinced, will not be thought too large, when regard is had to the amount of benefit derived, by the rural population, from Agricultural Schools, in which upwards of 3,500 pupils and teachers are receiving agricultural instruction.

51. We refer with much satisfaction to the several reports of the Agricultural Inspector, Sub-Inspectors, and also to the statements of persons in the localities where some of the schools are situate (especially to that of the Rev. W. M. Brady, to which we beg your Excellency's special attention), bearing testimony to the advantages derived from the schools in question, not alone by the pupils receiving instruction therein, but also by the farmers in the vicinity.

52. We feel that the misconception which has arisen may be partly attributed to the manner in which the estimate was drawn out; but steps will be taken, when preparing future estimates, to prevent a recurrence of any ambiguity of expression.

53. An impression appears to prevail, that debtor and creditor accounts have not been kept at the Albert Model Farm, Glasnevin; we beg to assure your Excellency that such accounts have always been kept, not only at that Institution, but at all the Agricultural Model Schools under the Board. For this purpose the Commissioners had a Form of Farm Account Book drawn out some years since, which appears to have met with very

general approval, but they have recently had some alterations and additions made to it, which they are of opinion will render it more complete.

54. Our Industrial School in the village of Glasnevin continues to be managed in a satisfactory manner, in conformity with the regulations described in our previous Reports. In the Appendix will be found our usual Annual Report on this Institution. Glasnevin Industrial School.

XIV.—55. We have distributed copies of our Revised Rules amongst the Managers of our Schools, and also, amongst the Irish Clergy of all denominations, not connected with our system. We are happy to state that the effect of this has been to remove misconception in many quarters with regard to the principles of the system of National Education, and the regulations under which our schools are governed. Circulation of Revised Rules.

XV.—56. We received a letter from the Secretary of State for the Colonies, transmitting copy of a despatch, and other documents from the Governor of New South Wales, intimating that the Board of Education for that Colony were desirous of securing the services of well qualified teachers for the schools under their control; and requesting on their behalf, that the Commissioners would select eight schoolmasters, possessing the requisite qualifications, and whose wives would be competent to give instruction in plain and fancy needlework. We have been enabled to comply with this request, and to select eight of our classed teachers, who have by this time arrived in the Colony. Teachers for New South Wales and Melbourne.

57. We were also requested to recommend for the Normal Schools of Melbourne, three teachers (two males and one female), possessing superior qualifications; and we have had much pleasure in acceding to the application.

XVI.—58. During the past year we have had under consideration the expediency of erecting, in various parts of Ireland, and at the sole expense of the State, a limited number of Ordinary National Schools, comprising male, female, and infant departments, to be conducted under our exclusive control, and designed to exhibit the best specimens of what this class of schools should be. Our Head Inspectors were desired to report their views with regard to the localities in which those schools are most likely to be successful; and we shall be enabled to state in our next Report the arrangements we have made for carrying this object into effect. Ordinary National Schools designed to exhibit the best specimen of their class.

XVII.—59. We referred in our last Report to the sum placed at our disposal by Dr. Sullivan, to be awarded as premiums to Teachers of National Schools in the counties of Down and Antrim, who should be found best acquainted with the "Knowledge of Common Things;" we also explained the nature of the steps taken Common Things.

for conducting the examination. For the further promotion of this laudable object, Sir Frederick Foster, Bart., has liberally made over to us a similar sum, viz., £20 per annum, for premiums amongst the Teachers of National Schools in the county Louth. We anticipate the best possible results to the Teachers as well as to the Pupils in the advanced classes in our schools from these examinations.

Schools attached to Convict Prisons.

XVIII.—60. In accordance with the desire expressed by your Excellency, we made an arrangement by which our Inspectors should visit periodically the schools attached to the Convict Prisons throughout Ireland, and report as to their condition, and the means of increasing their efficiency. We have received several highly interesting Reports from those officers, containing a variety of suggestions on the subject, which we have not failed to lay before the Directors of Convict Prisons for their consideration.

Maritime Schools.

XIX.—61. In our Twentieth Report we adverted to the fact that we had received several applications to establish schools for instruction in Navigation, in a few of the leading seaport towns. Although not prepared in all cases to incur the expense of erecting distinct buildings for this purpose, we have decided upon attaching a Maritime Department to each of the Model Schools now in operation in Limerick and Waterford, as well as to the Model School about to be erected in the city of Londonderry. We have sent three of our first-class Teachers to London to undergo a course of training in Navigation; and when duly qualified to enter upon their duties, we intend placing them in charge of those departments.

Drawing.

XX.—62. We consider it of great importance that a knowledge of Model and Mechanical drawing should be as widely diffused as possible amongst the pupils attending our schools. Besides the steps we have adopted to secure this object in our Central Model Schools, and in the majority of our District Model Schools, we have recently entered into an arrangement with the Masters of the Schools of Design in Cork and Belfast, in virtue of which they are to give lessons in drawing on two days of the week, to the pupils of a limited number of the Ordinary National Schools in their respective localities, on the terms laid down by the Department of Science and Art. We anticipate satisfactory results from this arrangement.

Increase of the Salaries of the Teachers of District Model Schools.

XXI.—63. For the encouragement of the teachers of our District Model Schools, we have decided, on the recommendation of our Head Inspectors, that after the completion of three years' service, the Head Master of each Model School, provided he shall have been reported throughout that period as in every way faithful and efficient, shall be entitled to an increase of salary of £5; and that, under the same condition of continued faithfulness

and efficiency, £5 shall be added in each succeeding year, until the salary amount to £100.

64. We have further decided, that after the same term of service, and on the same conditions, the salary of each head or principal Mistress shall be raised £2 10*s*., and that a like sum shall be added in each succeeding year, until the salary amount to £55.

Annual Return to be furnished by Teachers of the destination of their Pupils.

XXII.—65. It having been suggested to us that it would be desirable to know the various employments and walks of life for which the National Schools are preparing the youth of the country, we have arranged to call upon our teachers annually to furnish a detailed return of the destination of the several Pupils who, after the completion of their course of instruction, shall have left their Schools to enter upon the world in the preceding year. In this way we hope to obtain much interesting information, some of which we shall, from time to time, embody in our Annual Reports.

Organizing Teachers.

XXIII.—66. We have decided on increasing the number of our Organizing teachers, but, for the present, limiting the number to eighteen Masters and six Mistresses, which will give three of the former and one of the latter to each Head Inspector's group of Districts. They are to be employed in organizing new schools, and in improving such others as are imperfectly conducted. Wherever practicable, they will be expected to occupy themselves, out of school-hours, at some central place of whatever locality they may be employed in at the time, in giving instruction to the teachers of the surrounding schools on improved methods of teaching and on school management. The salary of an Organizing Master, including all expenses, except those of mere locomotion when removing from one district to another, is to be £150 per annum; and similarly, of an Organizing Mistress, £100.

Gratuities to Teachers for training Paid Monitors.

XXIV.—67. Believing that much good would be effected by holding out to teachers, to whose schools Monitors may be attached, the prospect of some slight reward for their services in training and instructing them, we have determined on granting annual gratuities according to the following scale, with the view of securing from their principals increased attention to the progress and improvement of those young persons. Thus all teachers who have Monitors placed under them, and who shall be reported by the Inspectors as duly attentive to the conduct of their young Assistants, and careful in giving them instruction in their prescribed course of study, will be entitled—

For each Monitor of first year, to . .	£1.
For each Monitor of second year, to . .	£1 10*s*.
For each Monitor of third or fourth year, to .	£3.

68. The amount of gratuity in each case to be awarded only on the joint recommendation of the Head and District Inspectors.

Gratuities to Teachers for services rendered to the Board in training Teachers.

XXV.—69. With the like view of encouraging our teachers to train up for the office of instructors the most promising of their pupils who may choose that as their future calling in life, we have decided, that for every pupil who, after having been appointed to a school, shall pass respectably the first examination to which he or she shall be summoned subsequently to such appointment, the Master or Mistress by whom such pupil shall have been trained shall be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services. On similar grounds we have decided also that a gratuity of not more than £2 shall be awarded to teachers from whose schools shall proceed eligible candidates for the office of Pupil-teacher in our Model Schools.

70. The conditions to be observed in regard to these gratuities are:—

I.—That such pupil shall have attended in the School not less than two consecutive years immediately preceding his or her appointment as Teacher or Pupil-teacher.

II.—That the District Inspector shall certify that the School in which such pupil shall have been trained is efficiently conducted in all respects.

III.—That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

We have further determined that retrospective effect shall be given in a select number of cases—say thirty, to the above principle; and that teachers who in past years trained young persons who are at present efficiently discharging the duties of instructors in our Schools, shall, if recommended, be paid a gratuity, proportionate in amount to their services, but in no case exceeding £20.

Additional staff of Paid Monitors.

XXVI.—71. Being of opinion that an additional staff of paid monitors, to be called "*Junior Paid Monitors*," could be usefully employed throughout our Schools, and that the institution of a class of such juvenile teachers would be the means of enabling the Board to attach to its service many promising young persons, we have decided on appointing 300 more Monitors, of whom two-thirds, *i.e.*, 200, are to be males, and one-third, *i.e.*, 100, are to be females. The selection in every case is to be restricted to those who have completed their *tenth year*, and the choice is to be made in each instance by the Head or District Inspector, after a careful examination in a course to be hereafter determined upon.

Age, &c.

72. Having fixed fourteen as the *minimum* age of candidates for the present, or what is now to be called the "*Senior Paid Monitors*," the Junior Paid Monitors will thus have a course of apprenticeship extending over three years, at the expiration of which time they will become eligible for admission

into the Senior Class. It is to be distinctly understood, however, that their selection for such higher class is not to follow as a matter of course, but will entirely depend upon the conduct they shall have observed in their junior course, and the degree of improvement, as tested by open examination, they shall have attained.

73. The salary of each is to be:—

First Year, . . .	£2.
Second Year, . . .	£3.
Third Year, . . .	£4.

74. Any well-conducted school with an average attendance of not less than thirty-five pupils, and whose teacher ranks not lower than first division of Third Class, will be entitled to the services of a *Junior Paid Monitor*, if recommended by the Head or District Inspector; and such a school, again, if in charge of a teacher of the Second or First Class will be entitled, on the same condition, to the services of a *Senior Paid Monitor*.

75. In case of schools commanding a large attendance, and distinguished for their superior efficiency, it will be allowable to appoint two or more Monitors of either Class.

Increase of salary to Senior Paid Monitors.

76. In connexion with the foregoing, and in conformity with a promise held out by us in our Annual Report for 1853, we have adopted the following amended scale of salaries for the Class of Senior Monitors, to come into operation on the 1st of April, 1856, viz.:—

First Year, . . .	£5.
Second Year, . . .	£6.
Third Year, . . .	£8.
Fourth Year, . . .	£10.

77. Instead of, as hitherto, restricting the appointments to the uniform number of twelve for all districts alike, we have decided, that in case any districts prove unable to supply the full complement, the vacancies falling short of the gross total of appointments thus caused shall be distributed over other districts where eligible candidates are to be found, and where their services are wanted. The same rule will apply also to the Junior Monitors.

Extension of term of training for Pupil-Teachers.

XXVII.—78. The term hitherto fixed for the course of training of the Pupil-Teachers of our several Model Schools has been one year; but as we have found much inconvenience to arise from limiting their stay to so short a period, we have decided that the term may, when thought desirable, be extended to two years; and that a sum of £1 10*s.* per quarter shall be awarded to each Pupil-Teacher so retained for his services during the second year, provided he be favourably reported on as to his conduct, proficiency in study, &c., by the District Inspector.

Increase in scale of pay-

XXVIII.—79. Our Head Inspectors having represented to us that, considering their ages, their qualifications, and the duties

ments for Monitors of Model Schools.

generally performed by them, the Paid Monitors in our District Model Schools have not hitherto been sufficiently remunerated, we have decided to adopt the following amended scale, to take effect from the 1st of April, 1856, viz.:—

First Year, . . .	£6.
Second Year, . . .	£8.
Third Year, . . .	£10.
Fourth Year, . . .	£12.

School Programme.

XXIX.—80. We have inserted in the Appendix two forms of School Programme, which we lately issued to our teachers, and in which we have set forth, for our Male and Female Schools respectively, that *minimum* amount of instruction which we require the pupils of their several classes, as the least measure of proficiency, to attain, however far they may surpass it. We expect these programmes will be of essential service in our schools, as indeed we have learnt they have already effected much good. To the Teachers they serve as a guide in laying down the course they ought to pursue, and marking out the objects towards which they are to strive; and to our Inspectors they will be of use, as guarding them equally against the opposite extremes of exacting too much, or of acquiescing in content with too little.

XXX.—81. We have prepared a new form of Lease in accordance with the revised Rules, the most important of which, bearing upon the question of religious instruction, are annexed to that document.

XXXI.—82. We publish, in the usual form, a full statement of our receipts and expenditure for the year ending 31st of December, 1855.

XXXII.—83. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Eighteenth day of July, One Thousand Eight Hundred and Fifty-six.

SEAL.

(Signed)

MAURICE CROSS,
JAMES KELLY, } *Secretaries.*

ACCOUNT

OF

RECEIPTS AND DISBURSEMENTS,

FROM

1ST JANUARY TO 31ST DECEMBER, 1855.

Receipts and Disbursements.

Account of the Receipts and Disbursements of the Commissioners

CHARGE.	£	s.	d.
Balance on the 31st December, 1854,	12,942	9	9
Amount received from the Treasury on account of Votes,	175,040	0	0
Do. for Books and Requisites sold to the National Schools in Ireland, *at reduced prices*, during the twelve months ended 31st December, 1855,	7,359	18	5
Do. from Her Majesty's Stationery Office, for sales of the Irish National School-Books to the Public, for twelve months, ended 30th November, 1855,	9,651	9	0
Do. for Fees, at the rate of One Penny per week, from Pupils attending the Model Schools in Marlborough-street,	279	16	1
Do. for sale of Wearing Apparel, made up by the Female Teachers in Training,	56	8	8
Do. for Farm Produce, &c., from Glasnevin Model Farm,	1,445	14	0
Do. for Garden Produce, &c., from Glasnevin Industrial School,	87	10	7
Do. for Garden Produce from Glasnevin Model Garden,	28	5	10
Ordinary National Schools:			
Amount received as repayment of Grant made towards building the Cappaduff Male and Female National Schools,	160	0	0
Model Agricultural Schools under Local Management:—			
Amount received per Paymaster of Civil Services, being Interest out of Fund towards supporting the Esker Agricultural School, Co. Galway,	44	12	11
Amount received from the following District Model Schools under the Management of the Board, being the proportion of School Fees received by the Commissioners, viz.:—			
Athy, Co. Kildare,	31	9	5
Bailieborough, Co. Cavan,	30	0	10
Ballymena, Co. Antrim,	29	10	3
Clonmel, Co. Tipperary,	42	3	8
Coleraine, Co. Londonderry,	30	8	8
Dunmanway, Co. Cork,	27	15	6
Galway, Co. Galway,	74	5	8
Newry, Co. Armagh,	34	8	10
Trim, Co. Meath,	31	1	0
Waterford, Co. Waterford,	7	8	8
Limerick, Co. Limerick,	18	15	8
Kilkenny, Co. Kilkenny,	40	13	1
Do. received for sale of Farm Produce, &c., at the following Model Agricultural Schools under the Management of the Board, viz:—			
Athy, Co. Kildare,	289	14	8
Ballymoney, Co. Antrim,	91	14	9
Bath, Co. Monaghan,	122	8	4
Bailieborough, Co. Cavan,	55	0	3
Derrycastle, Co. Tipperary,	61	14	4
Dunmanway, Co. Cork,	82	9	10
Farrahy, ditto,	109	17	0
Glandore, ditto,	110	16	5
Gormanstown, Co. Tipperary,	264	9	5
Kyle Park, ditto,	59	5	2
Leitrim, Co. Leitrim,	128	19	2
Limerick, Co. Limerick,	137	6	0
Munster, Co. Cork,	568	3	11
Tervoe, Co. Limerick,	143	17	8
Kilkenny, Co. Kilkenny,	12	15	1
Belfast, Co. Antrim,	40	0	0
Do. received from the Treasury out of the Reproductive Loan Fund towards establishing the Limerick Model Agricultural School, Co. Limerick,	2,077	9	7
Do. received from the Private Contribution Fund, being dividends on legacies and donations invested in Government Securities,	66	0	10
Do. from the Agriculturist in charge of Mount Trenchard Model Farm, Co. Limerick, being One Year's Rent, to 25th March, 1855 (less Poor Rate),	19	4	3
Do. do. Woodstock Model Farm, Co. Kilkenny, being Eighteen Months' Rent, to 1st November, 1855,	13	1	0
Do. from various sources,	68	10	7
Carried forward,	212,017	4	9

of NATIONAL EDUCATION, from 1st January to 31st December, 1855.

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
NORMAL ESTABLISHMENT:		
Salaries and Allowances,	2,073 3 4	
General Expenditure,	518 4 8	
		2,591 8 0
MALE TRAINING ESTABLISHMENT, GLASNEVIN:		
Salaries and Wages,	84 4 0	
Maintenance and Travelling Expenses of Teachers,	909 2 3	
General Expenditure,	217 2 1	
		1,210 8 4
MALE TRAINING ESTABLISHMENT, NTH. GT. GEORGE'S-STREET:		
Salaries and Wages,	169 2 0	
Maintenance and Travelling Expenses of Teachers,	1,710 15 5	
General Expenditure,	230 11 8	
		2,110 9 1
TEMPORARY TRAINING ESTABLISHMENT, 29, MARLBOROUGH-STREET:		
Rent, Taxes, Repairs, and Sundries,	—	153 13 0
MALE TRAINING ESTABLISHMENT—(SPECIAL CLASS BRANCH):		
Repairs, Wages, and Sundries,	—	96 6 4
FEMALE TRAINING ESTABLISHMENT:		
Salaries and Wages,	225 11 0	
Maintenance and Travelling Expenses of Teachers,	1,047 11 9	
General Expenditure,	303 16 9	
		1,576 19 6
CENTRAL MODEL SCHOOLS, MARLBOROUGH-STREET:		
Salaries of Teachers and Monitors,	1,341 1 7	
General Expenditure,	195 16 11	
		1,536 18 6
DUBLIN WEST MODEL SCHOOL:		
Salaries and Allowances to Teachers and Monitors,	386 11 11	
General Expenditure,	142 6 7	
		528 18 6
GLASNEVIN MODEL FARM:		
Salaries and Wages,	854 4 2	
Maintenance and Travelling Expenses of Agricultural Pupils and Teachers,	1,943 14 2	
Rent, Taxes, Repairs, &c.,	1,362 6 5	
Purchase of Stock, Seeds, and Implements, and Permanent Improvements, &c.,	990 8 0	
		5,150 12 9
GLASNEVIN MODEL FARM—(NEW BUILDINGS):		
Works under Contract, Machinery, &c.,	—	1,957 15 0
GLASNEVIN NATIONAL AND INDUSTRIAL SCHOOL:		
Salaries of Teachers and Monitors,	144 14 2	
General Expenditure, Literary Department,	24 5 1	
Ditto, Industrial ditto,	147 15 5	
		316 14 8
GLASNEVIN MODEL GARDEN:		
Salary of Gardener and General Expenditure,	—	77 12 1
INCHICORE NATIONAL SCHOOL:		
Payments on Account of Contract,	405 1 9	
Salaries of Teachers,	239 9 2	
General Expenditure,	46 19 10	
		691 10 9
ORDINARY NATIONAL SCHOOLS:		
Grants towards Building, Fitting-up, &c.,	843 1 8	
Do. for Repairs,	754 4 11	
Rents of School-houses, Incidentals, &c.,	90 7 3	
		1,687 13 10
MODEL AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT:		
Grant towards support of Esker Agricultural School, Co. Galway,	—	44 12 11
DISTRICT MODEL SCHOOLS UNDER THE MANAGEMENT OF THE BOARD, VIZ.:		
ATHY, CO. KILDARE:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c.,	417 2 0	
General Expenditure, Repairs, &c.,	431 7 11	
		848 9 11
BAILIEBOROUGH, CO. CAVAN:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c.,	354 12 0	
General Expenditure, Repairs, &c.,	384 13 10	
		739 5 10
Carried forward,		21,319 9 0

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.	£	s.	d.
Brought forward,	212,017	4	9
Carried forward,	212,017	4	9

and DISBURSEMENTS—*continued.*

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, .		21,319 9 0
DISTRICT MODEL SCHOOLS—*continued:*		
BALLYMENA, CO. ANTRIM:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	366 18 9	
General Expenditure, ...	92 1 7	
		459 0 4
BELFAST, CO. ANTRIM:		
Works under Contract, &c., ...	4,013 6 3	
General Expenditure, ...	128 4 10	
		4,141 11 1
CLONMEL, CO. TIPPERARY:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	489 10 2	
General Expenditure, Repairs, &c., ...	435 7 9	
		924 17 11
COLERAINE, CO. LONDONDERRY:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	366 12 3	
General Expenditure, Repairs, &c., . . .	85 18 3	
		452 10 6
DUNMANWAY, CO. CORK:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	371 5 8	
General Expenditure, Repairs, &c., . . .	380 4 10	
		751 10 6
GALWAY, CO. GALWAY:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	433 7 9	
General Expenditure, Repairs, &c., . . .	300 5 5	
		733 1 2
NEWRY, CO. ARMAGH:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	415 7 7	
General Expenditure, Repairs, &c., . . .	146 3 2	
		561 10 9
TRIM, CO. MEATH:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c , .	416 9 0	
General Expenditure, Repairs, &c., . . .	323 16 6	
		740 5 6
LIMERICK, CO. LIMERICK:		
Salaries and Allowances of Teachers, Monitors, &c., and Maintenance of Resident Pupil-Teachers, &c., .	152 16 6	
Works under Contract, ...	1,654 6 1	
General Expenditure, ...	111 18 4	
		1,919 0 11
KILKENNY, CO. KILKENNY:		
Salaries and Allowances of Teachers, Monitors, &c., .	345 5 1	
Works under Contract, &c., ...	873 11 1	
General Expenditure, ...	242 3 2	
		1,460 19 4
WATERFORD, CO. WATERFORD:		
Salaries and Allowances of Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	88 10 10	
Works under Contract, ...	1,773 13 4	
General Expenditure, ...	138 8 6	
		2,000 12 8
LONDONDERRY, CO. LONDONDERRY:		
General Expenditure, ...	—	6 5 0
MODEL AGRICULTURAL SCHOOLS, UNDER THE MANAGEMENT OF THE BOARD.		
ATHY, CO. KILDARE:		
Salary, &c., of Agriculturist, ...	88 0 0	
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	556 11 8	
		644 11 8
BAILIEBOROUGH, CO. CAVAN:		
Salary of Agriculturist, ...	50 0 0	
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, &c., ...	212 10 0	
		262 10 0
BALLYMONEY, CO. ANTRIM:		
Salary, &c., of Agriculturist, ...	83 0 0	
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	234 11 6	
Payments on account of Contracts (Literary and Agricultural Departments), ...	900 0 0	
		1,217 11 6
Carried forward, .		37,595 19 10

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.	£	s.	d.
Brought forward,	212,017	4	9
Carried forward,	212,017	4	9

and DISBURSEMENTS—*continued.*

Receipts and Disbursements.

DISCHARGE.	£	s.	d.	£	s.	d.
Brought forward, .				37,595	19	10
MODEL AGRICULTURAL SCHOOLS—*continued:*						
BATH, Co. MONAGHAN:						
Salary of Agriculturist, ...	50	0	0			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, Drainage, &c., . .	395	8	2			
				445	8	2
DERRYCASTLE, Co. TIPPERARY:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	98	6	11			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	231	2	0			
				329	8	11
DUNMANWAY, Co. CORK:						
Salary of Agriculturist, ...	50	0	0			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	156	10	0			
				206	10	0
FARRAHY, Co. CORK:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	122	12	4			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	298	6	4			
				420	18	8
GLANDORE, Co. CORK:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	80	0	1			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	171	5	10			
				251	5	11
GORMANSTOWN, Co. TIPPERARY:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	106	4	0			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	371	14	3			
				477	18	3
KILKENNY, Co. KILKENNY:						
Salary of Agriculturist, ...	64	3	4			
Expenses connected with working of Farm, Live Stock, Seeds, Implements, Rent, &c.	419	13	4			
				483	16	8
KYLE PARK, Co. TIPPERARY:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	98	6	9			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	155	13	10			
				254	0	7
LEITRIM, Co. LEITRIM:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	137	4	10			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Repairs to Buildings, &c., .	268	11	3			
				405	16	1
LIMERICK, Co. LIMERICK:						
Salary, &c., of Agriculturist, ...	92	0	0			
Works under Contract, ...	2,800	0	0			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, &c., ...	343	3	5			
				3,235	3	5
MOUNT TRENCHARD, Co. LIMERICK:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	80	10	4			
General Expenditure, ...	32	11	10			
				113	2	2
MUNSTER, Co. CORK:						
Salary, &c., of Agriculturist, ...	73	16	8			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	945	7	5			
				1,019	4	1
TEMPLEDOUGLAS, Co. DONEGAL:						
Payments on account of Buildings, (Literary and Agricultural Departments,)	—					
				829	18	11
TERVOE, Co. LIMERICK:						
Salary of Agriculturist, and Maintenance of Agricultural Pupils and others, ...	115	6	6			
Expenses connected with Working of Farm, Live Stock, Seeds, Implements, Rent, &c., . . .	157	13	8			
				273	0	2
ULSTER, Co. ANTRIM:						
Salary of Agriculturist, ...	11	6	8			
Compensation to late Tenants, Rent, and Sundry Expenses,	739	3	6			
				750	10	2
Carried forward, .				47,092	2	0

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.	£	s.	d
Brought forward,	212,017	4	9
	£212,017	4	9

and DISBURSEMENTS—*continued.*

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, .		47,092 2 0
MODEL AGRICULTURAL SCHOOLS—*continued:*		
WOODSTOCK, CO. KILKENNY:		
Salary of Agriculturist, and Maintenance of Agricultural Pupils, &c.	66 12 8	
General Expenditure, ...	35 11 0	
		102 3 8
SALARIES, GRATUITIES, ETC., TO TEACHERS AND MONITORS, viz.:		
SALARIES TO TEACHERS IN ORDINARY NATIONAL SCHOOLS,	93,620 3 4	
DITTO TO ASSISTANTS in Ditto, . .	3,851 18 4	
DITTO TO TEACHERS IN MODEL AGRICULTURAL SCHOOLS (under Local Management), Maintenance of Agricultural Pupils, and Payments to INDUSTRIAL Classes, ...	523 15 11	
DITTO TO TEACHERS IN ORDINARY AGRICULTURAL SCHOOLS, and Payments to INDUSTRIAL Classes, .	285 12 4	
DITTO TO WORKMISTRESSES, ...	2,827 4 8	
DITTO to Teachers of Embroidery, and the higher branches of Needlework, in Industrial Schools, . .	67 3 4	
DITTO TO PAID MONITORS, ...	1,896 15 0	
DITTO TO TEACHERS IN EVENING SCHOOLS, . .	294 8 11	
SALARIES, &c., OF TEACHERS ORGANIZING NATIONAL SCHOOLS, ...	27 12 11	
PREMIUMS TO TEACHERS IN NATIONAL SCHOOLS for the encouragement of ORDER and NEATNESS, . . .	938 0 0	
SPECIAL GRATUITIES TO TEACHERS OF NATIONAL SCHOOLS, including those awarded to Agriculturists connected with WORKHOUSE SCHOOLS, ...	684 19 6	
		105,017 14 3
TRAVELLING ALLOWANCES TO TEACHERS AND MONITORS OF NATIONAL SCHOOLS attending Examinations held by the Head and District Inspectors, ...	—	981 10 10
PAYMENTS to SUNDRY TEACHERS, &c., from "*The Private Contribution Fund,*"	—	15 19 5
INSPECTION:		
Salaries, Six Head Inspectors, ...	2,400 0 0	
Travelling Expenses Do.	1,322 12 5	
Salaries of District Inspectors, including their Travelling Expenses, ...	14,141 13 4	
Salaries and Travelling Expenses of Sub-Inspectors, .	1,170 16 8	
Salaries and Travelling Expenses of Agricultural Inspector and Agricultural Sub-Inspectors, ...	805 2 6	
General Expenditure, ...	796 19 6	
		20,637 4 5
BOOK DEPARTMENT:		
Her Majesty's Stationery Office, for two quarters ended 30th September, 1855, for Paper, Printing, and Binding of National School Books, and for Slates, Pencils, and other School Requisites, ...	9,317 2 11	
For Books, Maps, and Requisites purchased from Publishers and others, General Expenditure, &c., . . .	6,358 17 4	
		15,676 0 3
REPAIRS AND WORKS connected with the various Departments of the Establishment, Marlborough-street, . .	—	410 6 1
OFFICIAL ESTABLISHMENT, MARLBOROUGH-STREET:		
Salaries and Wages, ...	8,617 10 10	
Travelling Expenses, ...	361 10 10	
Salaries and Travelling Expenses of Architect, and Clerks of Works, ...	1,317 13 1	
Her Majesty's Stationery Office, and others, for Office Stationery and Printing, ...	409 14 0	
		10,706 8 9
MISCELLANEOUS:		
Rent, Taxes, and Insurance, ...	519 5 6	
Postage and Cost of Post-Office Orders required for payment of Salaries of Teachers of National Schools, . .	1,260 17 3	
Stamps, ...	36 9 2	
Law Expenses, ...	199 0 3	
Coals, Candles, Gas, &c., ...	730 16 8	
Incidentals, ...	147 16 10	
		2,894 5 8
		203,533 15 4
BALANCE on the 31st of December, 1855, ...		8,483 9 5
		£212,017 4 9

JAMES CLARIDGE, *Accountant.*

MAURICE CROSS,
JAMES KELLY, } *Secretaries.*

Education Office, Dublin, 1856.

STATISTICAL TABLES.

Statistical Tables.

No. 1.—TABLE showing Annually the Number of National Schools in connexion, and the Number of Children in attendance upon them, from the date of the First Report of the Commissioners of National Education in Ireland to the 31st December, 1855.

No. and Date of Report.	No. of Schools in Operation.	No. of Children on the Rolls.
No. 1, 31st December, 1833,	789	107,042
No. 2, 31st March, 1835,	1,106	145,521
No. 3, do. 1836,	1,181	153.707
No. 4, do. 1837,	1,300	166,929
No. 5, do. 1838,	1,384	169,548
No. 6, 31st December, 1839,	1,581	192,971
No. 7, do. 1840,	1,978	232,560
No. 8, do. 1841,	2,337	281,849
No. 9, do. 1842,	2,721	319,792
No. 10, do. 1843,	2,912	355,320
No. 11, do. 1844,	3,153	395,550
No. 12, do. 1845,	3,426	432,844
No. 13, do. 1846,	3,637	456,410
No. 14, do. 1847,	3,825	402,632
No. 15, do. 1848,	4,109	507,469
No. 16, do. 1849,	4.321	480,623
No. 17, do. 1850,	4,547	511,239
No. 18, do. 1851,	4,704	520,401
No. 19, do. 1852,	4,875	544,604
No. 20, do. 1853,	5,023	556,478
No. 21, do. 1854,	5,178	556,551
No. 22, do. 1855,	5,192	538,246

No. 2.—COMPARATIVE TABLE showing the Number of National Schools and the Number of Children in attendance upon them, during the year 1855, as compared with the preceding year.

31st DECEMBER, 1854.		31st DECEMBER, 1855.	
No. of Schools in operation,	5,178	No. of Schools in operation,	5,124
No. suspended, but not struck off the Roll,	9	No. suspended, but not struck off the Roll,	23
No. to which Building Grants had been made, not then in operation,	60	No. to which Building Grants have been made, not yet in operation,	45
Total No. of Schools on 31st December, 1854,	5,247	Total No. of Schools on 31st December, 1855,	5,192*
Deduct Schools on 31st December, 1855,	5,192		
Decrease during the year 1855,	55*		
No. of Children on the Rolls as returned by the Managers, for half-year *ending* the 30th September, 1854,	551,110	No. of Children on the Rolls, as returned by the Managers, for the half-year *ending* 30th September, 1855,	535,905
Additional attendance upon Schools to which salaries have been granted *since* 30th September, 1854,	5,441	Additional attendance upon Schools to which salaries have been granted *since* 30th September, 1855,	2,341
	556,551		538,246
Deduct the returned attendance of September, 1855, and the additional attendance of that year,	538,246		
Decrease during the year 1855,	18,305		

Expected attendance in the	45	Building cases,	5,006
Actual attendance in the	5,124	Schools in operation,	538,246
Actual attendance in the	23	Suspended Schools,	*nil.*
Total Number of Schools,	5,192	Total attendance, actual and expected,	543,252

* Total Number of Schools taken into connexion during the year 1855, 154
Number struck off during the year, 209

Net decrease during the year, 55

Statistical Tables.

No. 3.—TABLE showing in what Provinces the 154 New Schools taken into connexion during the year 1855 are situated, and the nature of the Grants awarded to them.

Province.	Salary and Books.	Books only, to Workhouse and other Schools.	Towards Building and Furnishing Schools.	Total.
Ulster, ...	53	–	4	57
Munster, ...	39	–	3	42
Leinster, . . .	23	1	1	25
Connaught, . . .	24	–	6	30
Total, . . .	139	1	14	154

No. 4.—TABLE showing the Number of National Schools in each Province, whether in operation, in progress of Building, or Suspended, with their actual daily average, and expected attendances.

Province.	Schools in operation on December 31, 1855, with their attendance as returned on the Rolls for the half-year ending September 30, 1855, at the Schools then in operation.		Average daily attendance in each Province for the same period.	Schools in which there are outstanding Building Grants, with their expected attendance.		Suspended.	Total Number of Schools in connexion, the 31st Dec., 1855.
	No. of Schools.	Attendance.		No. of Building.	Attendance.		
Ulster, .	1,882	149,923	68,952	15	2,271	7	1,904
Munster, .	1,270	166,410	85,311	10	1,010	4	1,284
Leinster, .	1,249	144,189	67,053	5	425	5	1,259
Connaught,	723	75,383	31,172	15	1,300	7	745
Total, .	5,124	535,905*	252,488	45	5,006	23	5,192

* There was, in addition to this number, an attendance of 2,341, with a daily average of 1,337 Children, in Schools in which Salaries have been granted during the three months from the 30th September to the 31st December, 1855, making the total attendance on the rolls 538,246, and the total average daily attendance 253,825.

No. 5.—TABLE showing the Number of Workhouse Schools in connexion with the Board, on the 31st December, 1855, and the Provinces in which they are situated, included in Table 4, of Schools in operation.

Ulster, ...	27
Munster, ...	50
Leinster, ...	34
Connaught, ...	28
Total Schools, . .	139

Statistical Tables.

No. 6.—TABLE showing the Number of Children on the Rolls of the Workhouse National Schools, for the half-years ended the 30th Sept., 1852, 1853, 1854, and 1855; also the decrease in the three latter half-years, as compared with the former, and in those three, as compared with each other.

YEAR.	Number of Workhouse Schools in connexion, in each year.	No. of Children on the Rolls for the Six Months ended 30th Sept., in each year.	Decrease in each year, and Total Decrease from Sept., 1852, to Sept., 1855.
1852, . . .	133	67,061	—
1853, . . .	141	53,972	13,089
1854, . . .	142	41,191	12,781
1855, . . .	139	30,741	10,450
Total Decrease, from Sept., 1852, to Sept., 1855,			36,320

No. 7.—TABLE showing the Number of Teachers trained during the year 1855, for National Schools, and for Schools not National, distinguishing the Religious Denominations of each.

Sex of Teachers.	Teachers trained for National Schools.					Teachers trained at their own expense for Schools not in connexion with the Board.					Total Number of National and private Teachers trained in 1855.
	Established Church.	Presbyterians.	Dissenters of various other denominations.	Roman Catholics.	Total.	Established Church.	Presbyterians.	Dissenters of various other denominations.	Roman Catholics.	Total.	
Males, . .	11	32	1	157	201	1	.	.	1	2	203
Females, .	7	9	1	70	87	9	1	.	37	47	134
Total, .	18	41	2	227	288	10	1	.	38	49	337

No. 8.—TABLE showing the Number of National Teachers trained in 1855, with the Number in each Class and Division at the Commencement and Expiration of the Course of Training.

TIME.	CLASSIFICATION.													
	First Class.				Second Class.			Third Class.			Probationers.	Total Number of National Teachers trained and classed.	Teachers who entered, but did not complete Course.	Total Number of National Teachers who entered Training Class.
	1st Division.	2nd Division.	3rd Division.	Total.	1st Division.	2nd Division.	Total.	1st Division.	2nd Division.	Total.				
MALES.														
At entrance, . .	.	.	.	.	4	5	9	67	83	150	42	.	4	205
On leaving, . .	1	.	1	2	10	55	65	84	48	132	2	201	.	
FEMALES.														
At entrance, . .	.	.	.	.	3	12	15	37	19	56	16	.	3	90
On leaving, . .	.	.	4	4	13	31	44	28	9	37	2	87	.	
TOTAL.														
At entrance, . .	.	.	.	.	7	17	24	104	102	206	58	.	7	295
On leaving, . .	1	.	5	6	23	86	109	112	57	169	4	288	.	

No. 9.—Table showing the Number of Males and Females in the Special Class during the Year 1855, distinguishing their Religious Denominations.

Sex of Teachers.	Teachers who were members of the Special Class at the commencement of the year 1855.					Teachers who were ADMITTED into the Special Class during the year 1855.					Total Number of Teachers in the Special Class during the year 1855.
	Established Church.	Presbyterians.	Dissenters of various other denominations.	Roman Catholics.	Total.	Established Church.	Presbyterians.	Dissenters of various other denominations.	Roman Catholics.	Total.	
Males, .	3	4	–	12	19	2	9	1	26	38	57
Females, .	2	3	–	8	13	2	2	1	8	13	26
Total, .	5	7	–	20	32	4	11	2	34	51	83

No. 10.—Table showing the Classification and Destination of the Forty-six Males and Females of the Special Class, who left the Training Establishment, or were appointed to Schools, during the Year 1855.

Sex of Teachers.	Classification.												Destination.				
	First Class.				Second Class.			Third Class.			Not Classed.	Total.	Appointed to National Schools.	Selected for Schools not National.	Appointed to Poor Law Schools.	Left without being appointed to any School.	Total.
	1st Div.	2nd Div.	3rd Div.	Total.	1st Div.	2nd Div.	Total.	1st Div.	2nd Div.	Total.							
Males, .	–	–	2	2	18	7	25	7	1	8	1	36	16	13	2	5	36
Females, . .	–	–	6	6	2	2	4	–	–	–	–	10	8	2	–	–	10
Total, .	–	–	8	8	20	9	29	7	1	8	1	46	24	15	2	5	46

NAMES OF THE COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND,

DECEMBER 31, 1855.

---

1. The Right Hon. Lord BELLEW.
2. Rev. P. S. HENRY, D.D., President Queen's College, Belfast.
3. Right Hon. ALEXANDER MACDONNELL.
4. The Marquess of KILDARE.
5. The Right Hon. the LORD CHANCELLOR (BRADY).
6. Sir THOMAS N. REDINGTON, K.C.B.
7. ROBERT ANDREWS, Esq., LL.D., Q.C.
8. JAMES GIBSON, Esq.
9. JAMES O'FERRALL, Esq.,
10. The Very Rev. Dean MEYLER, D.D.
11. JEREMIAH J. MURPHY, Esq., Master in Chancery.
12. The Right Reverend Bishop CORNELIUS DENVIR.
13. The Right Reverend the Lord Bishop of DERRY and RAPHOE.
14. Right Honourable JOHN HATCHELL, Q.C.
15. MOUNTIFORT LONGFIELD, Esq., LL.D., Q.C.

APPENDIX

TO

TWENTY-SECOND REPORT

OF

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

(1855.)

APPENDIX A.

	Page
I. Rules and Regulations of Commissioners, . . .	39
II. Forms of Leases and Assignment; Charter of Incorporation, ...	62
III. Book and Free Stock Lists, ...	78
IV. Official Forms:—*Inspectors' Reports, Forms of Application for Aid, &c.,*	83
V. Practical Rules for Teachers, ...	121
VI. Programmes of Instruction for Pupils in National Schools, or Minimum Amounts of Proficiency required for each Class, ...	122
VII. Notices to Managers relative to Payment of Teachers' Salaries, ...	127

I.

RULES AND REGULATIONS OF THE COMMISSIONERS OF NATIONAL EDUCATION.

PART I.

I.—OBJECT AND FUNDAMENTAL PRINCIPLE OF THE SYSTEM OF NATIONAL EDUCATION. § I.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same School, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

II.—*Management of National Schools.* § II.

1. The local government of the National Schools is vested in the local Patrons thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager.

This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a School is vested in Trustees, they have the right to nominate the Local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local Manager, ought to notify to the Commissioners, whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

III.—*Description of Schools to which Commissioners grant aid.*

1. The Schools to which the Commissioners grant aid are divided into two classes, viz.:—1st, Vested Schools, which are vested in the Commissioners, or were vested previously to the incorporation of the Board, in Trustees, for the purpose of being permanently maintained as National Schools; 2ndly, Non-Vested Schools, which are the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

2. There are also Model Schools, Literary and Agricultural, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial instruction in National Schools in all suitable cases.

4. The Commissioners require that, in Schools attended by females, instruction shall be given (if practicable) in plain needlework.

§ IV.

IV.—*Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. The Teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and must, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order, shall be carefully laid aside, at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school hours,* simultaneously with religious instruction.

* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

8. In Schools, towards the building of which the Commissioners have contributed, and which are VESTED in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the School-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose.

9. In Schools, NOT VESTED, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given *in the School-room;* but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

In such Schools, the Commissioners do not insist that opportunities shall be afforded (as in the case of Vested Schools) for religious instruction being given *in the School-room*, by such Pastors, or other persons, as shall be approved by the parents or guardians of the children.

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all Vested Schools* the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *more than once* at *an intermediate* time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them, that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. The secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, Managers, and Teachers, are not required to *exclude* any children from any religious instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

APPENDIX A.

I. Rules and Regulations of Commissioners.

PART I.

§ IV.

15. Patrons, Managers, and Teachers, are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National Education.

16. If any child of a religious persuasion different from that of the Teacher of any National School, attend during the time or times set apart for religious instruction given by such Teacher, it shall be his or her duty, on the *first attendance* of every such child, during the time for such religious instruction given by such Teacher in such School, *forthwith* to notify the same to the parent or guardian of such child on, and by, a Form to be furnished by the Commissioners.

17. The Teachers are required to keep a record of the names of the children to whose parents they have sent the printed Form of notification.

18. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which Industrial instruction is the *chief* object) there must be Literary instruction for at least *four* hours, upon five days in the week.

21. In Schools in which Industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours, daily, shall be devoted to Literary instruction.

§ V.

V.—*Use of School-houses.*

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

3. No aid will be granted to a School *held in a place of worship;* nor will the Commissioners sanction the *transfer* of an existing School, to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively, for the education* of the children attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-vested; nor shall any political business *whatsoever* be transacted therein.

§ VI.

VI. *Use of Books or Tablets.*

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Mana-

gers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of the books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that curse them, and to pray for those who persecute them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we

would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, "when he was reviled, reviled not again" (1 Pet. ch. ii. v. 23).

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common School-books, in the Scripture Lessons, in the book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

§ VII.

VII. *Appointment and Dismissal of Teachers.*

1. The local Patrons (or Managers) of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons (or Managers) have also the power of removing the Teachers of their own authority. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or (except in the case of Convent Schools) member of any religious order, can be recognised as the Teacher of a National School.

3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation, that will impede, or interfere with, their usefulness as Teachers. Teachers of National Schools are especially forbidden to keep public houses, or houses for the sale of spirituous liquors.

4. Should the Commissioners consider any Teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided: in non-vested schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

§ VIII.

VIII. *Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers (as stated in § II.); the *Inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that *they* may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording infor-

mation concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools.

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

IX. *Admission of Visitors.*

§ IX.

1. The public generally must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Every Teacher of a National School is to receive, courteously, Visitors of all denominations, to afford them free access to the School-room, and full liberty to examine the Register, Daily Report Book, and Class Rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but the Teachers are not required to permit any person to interrupt the business of the school, by asking questions of children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. Every Teacher is required to have his Visitors' or Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. As the religious instruction of the children given in the School-room, is under the control of the Clergyman or Lay person, communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any Visitor whether Clergyman or other person, to interfere therewith, or to be present thereat.

APPENDIX A.

I. Rules and Regulations of Commissioners.

PART I. § X.

X. *Miscellaneous.*

1. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners, however, do not object to the terms, Male, Female, or Infant: or to the proper local designation of the city, town, parish, street, village, or townland, in which the School may be situated; or to the name of the founder being stated on the Inscription.

2. Patrons and Managers are permitted to close their respective Schools for a reasonable time or times during the year, subject to the interference of the Commissioners in case of abuse.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the School-room, or affixed to the *exterior* of the buildings: nor shall any placards whatsoever be affixed thereto.

5. The Commissioners regard the attendance of any of their Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

6. The Commissioners require that a Copy of Part I. of their Rules, on a form to be furnished by them, shall be suspended in every National School-room.

PART II.

PART II.—DIFFERENT CLASSES OF NATIONAL SCHOOLS.

§ I.

I. *District Model Schools.*

1. District Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of District Model Schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction, and to train young persons for the office of Teacher.

3. In District Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the District Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

§ II.

II. *Agricultural Schools.*

1. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.

2. Agricultural Schools consist of two classes, Model and Ordinary.

3. Model Agricultural Schools are divided into two classes, viz., those under the exclusive control of the Commissioners, and those under local Patrons.

4. In all Model Agricultural Schools the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary. § II.

III. *Model Agricultural Schools under the exclusive control of the Commissioners.* § III.

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of Patrons, as in the case of District Model Schools.

5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.

6. The Commissioners contribute a small weekly payment to the Class of Day Pupils who work on the Farm.

IV. *Model Agricultural Schools (Vested and Non-vested) under Local Patrons.* § IV.

1. *Vested Model Agricultural Schools.*

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners free of rent.

3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master, (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. *Non-vested Model Agricultural Schools.*

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners grant the usual salary to the Master, according to his class, as a literary Teacher, and an additional sum of £10 a year for his services as Agriculturist. They contribute also towards the support of a limited number of resident agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

V. *Ordinary Agricultural Schools.* § V.

1. This class of Schools consists of ordinary National Schools, (either Vested or Non-vested), to which a small farm (from one to three acres)

APPENDIX A.

I. Rules and Regulations of Commissioners.

PART II.

§ V.

is annexed. The Teacher must be competent to give instruction both in the theory and practice of agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition of £5 a year to the class salary of the Teacher, and in some special cases, a small weekly payment to an Industrial class of pupils.

3. To entitle a School to such aid, the Commissioners require to be satisfied from the Reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

§ VI.

VI. *Agricultural Schools connected with Workhouses.*

1. In Workhouse Schools to which farms are attached, the Commissioners award to the Agricultural Teacher, a gratuity, not exceeding £15 in one year, and make a free grant of books on agriculture. These gratuities and grants are awarded on the recommendation of the Agricultural Inspectors.

§ VII.

VII. *School Gardens.*

1. The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture, on ground attached to their respective Schools, the ground to be cultivated by the pupils.

§ VIII.

VIII. *Industrial Schools.*

1. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an Industrial Department in connexion with a *Convent School.*

3. The amount of salary will depend upon the circumstances of each case.

§ IX.

IX. *Convent Schools.*

1. Convent Schools receive aid under the conditions applicable to Non-Vested Schools, and they are subject to the same Rules and Regulations.

2. The members of the community may themselves discharge the office of Teachers, with, or without, the aid of such other persons as they may see fit to employ; the salaries of the assistants to be defrayed by the community.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one School only*, in *connexion with the same* Convent.

§ X.

X. *Workhouse Schools.*

1. Such Schools are received into connexion, and grants of Books made thereto, on condition that they shall be subject to inspection by

the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-Vested Schools be faithfully observed.

2. The Commissioners award annual gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

XI. *Schools attached to Prisons.* § X, XI.

Such Schools are received into connexion, upon the same general principles as the Workhouse Schools, and grants of Books are made thereto. In special cases gratuities are awarded to the Teachers.

XII. *Evening Schools.* § XII.

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary and books.

PART III.

I. CONDITIONS UPON WHICH AID IS GRANTED TOWARDS BUILDING SCHOOL-HOUSES; TOWARDS PAYMENT OF TEACHERS' SALARIES.—CLASSIFICATION OF TEACHERS.—SCALE OF SALARIES TO TEACHERS, MONITORS, &c.—GENERAL REGULATIONS RESPECTING THE TRAINING OF TEACHERS, &c., &c. § I.

1. The Commissioners of National Education grant aid under two general heads, viz.:—

First.—Towards building School-houses and providing suitable fittings and furniture. In such cases the Commissioners also grant aid towards the payment of Teachers, supply of Books, &c., as hereafter explained.

Secondly.—Towards the support and maintenance of Schools established by local parties, without any assistance from the Commissioners towards the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves the right to withdraw any grant of salary or books, whenever they see fit.

II. *Building* (*Vested Schools*). § II.

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed to the Commissioners in their Corporate capacity; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site be for a School in a rural District, and be within three statute miles of a School-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

3. Although the Commissioners do not absolutely refuse aid towards the erection of School-houses on ground connected with a place of Worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

4. The School premises must be vested in the Commissioners, at a

APPENDIX A.

I. Rules and Regulations of Commissioners.

PART III. § II.

nominal rent, and for such term, under the circumstances, as they may deem necessary.

5. The Commissioners will keep in repair the School-house and furniture, where the premises are vested in them in their Corporate capacity.

6. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair.

7. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced.*

8. No grant can be made until the District Inspector shall have reported upon all the circumstances of the case; until the Clerk of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Board shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

9. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building.

10. The Commissioners cannot, in any case, pay more than two-thirds of the sum which they may deem necessary for the erection of the School-house (including furniture, &c.); and they invariably require that the remaining one-third, at least, shall be locally provided for.

11. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

12. The Commissioners furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

13. The Commissioners do not contribute to the ornamenting of School-houses but merely to such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

14. The Commissioners do not contribute towards the expense of erecting residences for the Teachers.

15. The whole of the works must be completed within twelve months from the date of the execution of the lease (unless by special permission), or the grants will be forfeited.

16. The Commissioners do not make advances or instalments of their Grants.

17. The house, furniture, &c., must be completed, and the School ready for the reception of the Scholars before the grant can be paid.

18. Previous to the payment of the grants, a certificate, according to a form furnished, must be forwarded to the Commissioners, stating that the School-house, furniture, &c., have been completed in a satisfactory and workmanlike manner, and built according to the dimensions and directions set forth in the plan and specification. This certificate to be signed by the Manager and by the Contractor. The work to be approved of by the Clerk of Works, or by any other person authorized by the Commissioners or the Government to examine it; and if a question arise as to the expenditure incurred, the accounts must be submitted to any audit which may be deemed necessary.

19. The Commissioners do not make grants to purchase School-houses, nor to purchase, alter, or furnish other houses, for the purpose of being converted into School-houses.

III. *Aids to Schools previously established.*

(*Such Schools come under the class of "Non-Vested Schools." See* PART I., *Sec.* 3.)

1. The aid granted to Schools previously established is limited to Salary and Books.

2. The Commissioners do not contribute towards Repairs, Fittings, Furniture; or to the Rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's Salary, in addition to the School-fees; that the School-house is in good repair, and provided with a sufficient quantity of suitable Furniture; that a competent Teacher has been appointed; that the School is in operation; and that there is an average daily attendance of, at least, thirty children.

4. The Commissioners reserve to themselves the right of making grants of "Salary and Books," in special cases, to Schools in which the average daily attendance of Pupils is below thirty, upon the following condition:—

> That so long as the average daily attendance continues under thirty, the Salary awarded shall not exceed that of a Probationary Teacher; but that whenever an average daily attendance of thirty Pupils, for a period of three months, can be shown from the Records of the School, the Teacher will then be paid the amount of Salary to which he or she may be entitled, according to the Scale of Classification.

5. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a report upon all the circumstances of the case.

6. To entitle a School to a continuance of aid, the House and Furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the Records of the School that there is a sufficient average daily attendance of pupils.

7. In Mixed Schools, *i.e.*, Schools in which male and female children are taught in the same room, the Teacher may be either male or female, as the circumstances of the School may require; but when a Mixed School has been received into connexion, by the Commissioners, under a male or a female Teacher, the Commissioners will not sanction the appointment of a Teacher of a different sex, unless previous application be made to them to sanction such change.

8. When a school has been taken into connexion, as a School for Males, or for Females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versa*, without their permission having been previously obtained.

IV. *Workhouse Schools and Schools attached to Prisons.* § IV.

(*See* PART II., *Sections* 10 *&* 11.)

V. *Classification and Salaries of Teachers, Monitors, &c.* § V.

1. All National Teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes:—

The class in which each Teacher is ranked depends upon his or

her qualifications, as determined after examination by the Professors, or by the Inspectors.

All Teachers, on first entering the service of the Board, or who have not been classed, are termed Probationers.

There are, also, Assistant-Teachers, Teachers of Needlework, Paid Monitors.

2. The Commissioners have determined upon a course of study for each class, in which the Teachers are to be examined, as a test of their fitness for promotion.

3. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

4. No Teacher will be admitted to examination with a view to promotion, on whose School a decidedly unfavourable report has been made by the District Inspector within the previous year.

5. Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of the respective District Inspectors, that the Schools are properly organized and well conducted ; that adequate exertions have been made to keep up a sufficient average attendance ; that the junior classes are carefully taught, and that a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of Reading, Spelling, and Writing, are possessed of a respectable amount of knowledge in, at least, Grammar, Geography, and Arithmetic. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

6. It must also appear from the reports of the Inspectors, that the School accounts have been regularly and correctly kept; that the School premises have been preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them.

7. The Head and District Inspectors are authorized to recommend that such Teachers be removed, fined, or lowered in their classification, as may have conducted themselves improperly, or in whose Schools the attendance has considerably decreased, or who, from any other cause, may seem to these officers to merit such punishment.

8. All Teachers, who have not been classed, will be paid as Probationers, until they be classed at the first General or Special Examination, to which they shall have been summoned. Those who then obtain classification, will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to any Teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination.

9. All Teachers, not previously classed, who shall be summoned to a course of training, are to undergo a preliminary examination on their arrival in Dublin ; and if then classed, shall receive the benefit of *such classification*, from the date of appointment to the date of the termination of the course of training; and they will receive the benefit of any promotion obtained at their second classification at the termination of the course, from the latter date.

10. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the commencement of the quarter in which their classification shall be determined.

11. Teachers who, after their first examination, have been retained on trial as Probationers, if not recommended for promotion by the Head or District Inspectors, at the next ensuing examination, or by the Professors, after training, cannot be continued in the service of the Board; but their salaries will be paid for one month subsequent to the date of dismissal.

12. All Teachers newly appointed to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed from the School; but Salary will be paid, at the rate of a Probationer, up to the date of the order for removal.

13. If a Teacher who has been dismissed from a National School for any cause, be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher.

14. If a Teacher who has been a considerable period out of the service of the Board, shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such Teacher shall retain the class he was in, previous to quitting the service of the Board.

15. The Pupil Teachers of District Model Schools, on taking charge of National Schools after the completion of their course of training, shall rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first General or Special Examination held after their appointment, in the district in which their Schools are situated, when they will be paid according to their classification, from the date of such examination.

16. All Teachers must remain at least one year in a lower division of any class, before they are eligible for promotion to a higher division; and they must remain two years in the same class before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification (except untrained Teachers who cannot be placed in the first class) without being required to pass through the intermediate divisions: such promotion to date from the 1st of April in the year in which the examinations are held.

17. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

18. No Teachers can be raised to any division of the First Class, unless they shall have been trained at the Normal School of the Commissioners, and recommended for promotion by the Professors.

19. Trained Teachers, except at their own request, and with the sanction of the District Inspector, will not be required to attend any examination that may be held during the three years subsequent to the date of their classification by the Professors at the expiration of the course of training.

20. National Teachers, forty-five years of age and upwards, who have served under the Board for a period of not less than fifteen years, or Teachers who have attained fifty years of age, and served not less than ten years, will not be required to attend any examination, provided they have been already examined and classed by the Professors, or by the Inspectors.

21. Teachers who may have absented themselves, without satisfactory reason assigned, from the examinations of previous years, will be liable to be dismissed should they not present themselves when again summoned.

22. All Teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

VI. *Scale of Salaries to Teachers, Monitors, &c.*

1. *Ordinary National Schools.*

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations:—

		Males.	Females.
First Class Teachers,	1st Division,	£46	£36
	2nd Do.,	38	30
	3rd Do.,	32	24
Second Class, do.,	1st Division,	26	22
	2nd Do.,	24	20
Third Class, do.,	1st Division,	20	17
	2nd Do.,	17	15
Probationary Teachers,		14	12
Assistant Teachers, if qualified as Probationers only,		14	12
Do. if qualified for any Division of a Class,		17	15
Mistresses to teach Needlework,			8

2. The Commissioners require that a further income be secured to the Teacher, either by Local Subscription or School-fees to such amount in each case as they may direct; and the Commissioners also require that the payments made by the Children shall not be diminished in consequence of any increase of Salary which may be awarded to the Teacher.

2. *Model Agricultural Schools under exclusive control of the Board.*

Teachers of Model Agricultural Schools under the exclusive Control of the Board, receive such amount of Salary as the Commissioners deem sufficient, according to the circumstances of each case.

3. *Model Agricultural Schools under Local Patrons.*

Masters of Model Agricultural Schools under Local Patrons, who are competent to conduct both the Literary and Agricultural Departments, receive £10 per annum, in addition to the salary of the Class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases, such Teachers shall have secured to them for their *combined* services a salary of £30 a-year at least.

4. *Ordinary Agricultural Schools.*

Masters of Ordinary Agricultural Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

5. *Assistant Teachers.*

1. The Commissioners will not grant a salary to an Assistant Teacher in any School in which there is not an average daily attendance of at least seventy-five pupils for three months previous to the date of application; and in Schools whose average attendance does not rise considerably above this, and which are already provided with Paid Monitors, Assistants cannot be recognised by the Board.

2. Assistant Teachers will not be sanctioned whose qualifications are not at least equal to those required of Probationers, or who are under eighteen years of age.

6. *Workmistresses.*

1. The Commissioners will not grant salary to Workmistresses, unless there be a sufficient average daily attendance of pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

2. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers:" any increase of salary granted under this regulation is not to have a retrospective effect.

3. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework: but if the average daily attendance of girls exceed fifty, for a period of three months, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

7. *Industrial Schools.*

In National Schools where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it subject to the conditions set forth in Part II., Sec. 8.

8. *Convent Schools.*

1. In Schools of this description, salary is paid according to a per centage on the average daily attendance:—

For 50	average daily attendance,	£10			
,, 100	,,	20			
,, 200	,,	40	Increase per cent.	£20	per annum.
,, 300	,,	60			
,, 400	,,	77			
,, 500	,,	94	,,	£	
,, 600	,,	111			
Above 600	,,	,,	,,	£15	,,

2. Where the average daily attendance amounts to thirty above the 100, salary for fifty will be allowed; and when it exceeds fifty and does not amount to seventy-five above the 100, salary for three-fourths of 100 will be allowed; and when it exceeds seventy-five, salary for 100 will be allowed.

3. In cases where the average attendance does *not* amount to 100, salary to be paid thus—

For thirty children, and not exceeding fifty, £10 per annum.

When the attendance exceeds fifty and does not amount to seventy-five, £15 per annum will be paid.

When it exceeds seventy-five, to be paid at £20.

4. The Commissioners pay salary according to the average number of children in daily attendance at each Convent School, without reference to the number of rooms into which they may be distributed.

5. As the amount of salary will in all cases depend upon the average daily attendance of pupils, as shown by the quarterly returns, Managers are to be prepared for augmentation or diminution accordingly.

9. *Paid Monitors.*

SALARIES.

For the First Year,	£4
For the Second Year,	£5
For the Third Year,	£7
For the Fourth Year,	£8

1. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

2. No Manager of a National School is obliged to employ the services of a Paid Monitor, unless he wishes to do so.

3. The appointment of a Paid Monitor cannot be held for a longer period than FOUR YEARS, at the expiration of which the salary will be discontinued.

4. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency or of good conduct on the part of the Monitor, or should any other circumstance, render such a course desirable.

5. The Commissioners select the Schools (on the recommendation of the Inspectors) in which the services of Paid Monitors may be employed.

6. When a vacancy occurs, whether before or after the expiration of four years, it does not necessarily follow that a successor shall be appointed in the same School.

7. The School for which a Paid Monitor is recommended by the Inspector should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a Paid Monitor, and the Teacher should be qualified to give instruction in a prescribed course.

8. The Programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed the four years of their course in a satisfactory manner, are eligible, on examination by the Inspectors, as candidates for the situation of Assistant Teachers, or of Pupil-Teachers in District Model Schools.

10. *Scale of Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools in connexion with the National Board, who shall be recommended by the District Inspectors.

2. The gratuities are divided into two classes:—

For Male Teachers,	First Class,	Twenty at the rate of	£6	a-year each.
	Second Class,	Twenty	£4	,,
For Female Teachers,	First Class,	Twenty	£5	,,
	Second Class,	Twenty	£3	,,

3. The payment will be made half-yearly with the usual issue of salary to Teachers of National Schools, after the 31st March, and 30th September, in each year.

4. It is to be understood that such gratuities are given in *addition* to the salaries paid to the Teachers of Workhouse Schools, under the provisions of the Poor Law Act.

5. No Teacher is precluded from receiving the gratuity two or more years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having received a gratuity for one half-year, is not thereby *entitled* to the payment of it for the succeeding half-year.

6. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they should return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

11. *Gratuities to Agricultural Teachers of Workhouse Schools.*

The Commissioners award annual gratuities to Agricultural Teachers of Workhouse Schools, not exceeding £15 to each, on conditions stated in Part II., Sec. 6.

12. *Scale of Premiums to Masters and Mistresses of National Schools, vested and non-vested, who are most distinguished by the Order, Neatness, and Cleanliness observable in themselves, their pupils, and in the School-houses.*

1. The sum of £22 10*s.* will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4 . . .	£4
Two of £3 . . .	£6
Five of £1 10*s.* . .	£7 10*s.*
Five of £1 . . .	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than two years in succession.

4. These Premiums will be awarded without reference to the Class in which the Teachers may be placed; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the Premium from the Teacher, he should return the receipt unsigned, and state his reasons for so doing.

VII. *Training of Teachers.*

1. The Commissioners have provided a Normal Establishment in Dublin, for training Teachers, and educating persons who are intended to undertake the charge of Schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a Certificate of good character from an officiating Clergyman of the communion to which they belong; also a Certificate from a member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must pass through an examination in the Books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners for the purpose. They receive religious instruction from their respective Pastors, who attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The Teachers undergo a final examination at the close of the course, and they then receive a certificate according to their deserts. The Teachers for a considerable time previous to their being summoned are required to prepare themselves for the course.

3. During the absence of the recognised Teacher, a temporary Teacher must be provided to take charge of the School, who is to be paid a portion of the salary falling due to the recognised Teacher during his or her attendance at the Normal Establishment.

4. Should any Teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will be required to return home at their own expense. No Teacher can be admitted who has not had the Small-pock, or been vaccinated.

5. The Teachers trained in the Normal Institution are divided into three Classes, namely:—

First—The General or Ordinary Class, composed of Teachers (males or females) of National Schools who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of Teachers (males or females) who have been selected from the Ordinary or General Class, for additional Training.

Third—The Candidate or *Extern* Class is composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as Teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as Teachers according to their merits and qualifications. Permission is also given to Teachers of Schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

§ VIII.

VIII. *Books.*

1. The Commissioners furnish gratuitously to each School a first Stock of School-Books, in proportion to the attendance of Children, which is renewed at the end of every three years. These books are to be kept as a School Stock, for which the Master or Mistress is held responsible, and they are on no account to be sold or taken out of the School. The Commissioners also supply Books from time to time for the general use of the Children, and also School Requisites, such as Paper, Slates, Quills, &c., at reduced rates.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School. Any additional books, and maps, stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

3. The value of the grant of Free Stock is regulated by the average daily attendance, of Pupils as ascertained from the reports of the Inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the *whole* list of books supplied by the Commissioners, and are at liberty to choose such of them as they most approve of, and to omit any to which they object, except in the case of a *first Free Stock*, when the Commissioners require that a map of the world and a set each of spelling and arithmetical tablets shall be procured.

4. When Books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

5. Books Published by the Commissioners of National Education :—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Sequel to the Second Book, No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.

Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do. do. Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
(For Key to do. see "Books Sanctioned.")
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.
Scripture Lessons (Old Test.), No. 1.
Do. do. No. 2.
Do. (New Test.), No. 1.
Do. do. No. 2.
Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do. with Specimens.

6. Books not Published, but Sanctioned by the Commissioners of National Education :—

Professor M'Gauley's Natural Philosophy.
Do. Key to Arithmetic in Theory and Practice.
Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Dr. Hodges' Agricultural Chemistry.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.
Patterson's First Steps to Zoology, Part I.
Do. do. Part II.
Do. Zoology for Schools, Part I.
Do. do. Part II.
Dr. Thomson's Treatise on Arithmetic.
Do. Key to do.
Do. Elements of Euclid, Part I.
Do. do. Part II.
Do. Introduction to Algebra.
Arithmetical Table Book.
Hullah's Manual.

7. THE COMMISSIONERS WILL NOT WITHDRAW, OR ESSENTIALLY ALTER ANY BOOK THAT HAS BEEN, OR SHALL BE HEREAFTER, UNANIMOUSLY PUBLISHED OR SANCTIONED BY THEM, WITHOUT A PREVIOUS COMMUNICATION WITH THE LORD LIEUTENANT.

8. All applications for Books and Requisites at reduced prices must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of MAURICE CROSS, or JAMES KELLY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

9. Checks or Money Orders drawn on Country Banks cannot be received in payment for Books.

10. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the Person applying for the same; but if the sum exceeds TEN SHILLINGS, the cost of the remittance will be allowed, and Requisites given for the *full amount* PAID.

11. The Patron or Manager should not sign any Application for Books and Requisites without first ascertaining that they are actually wanted for the School on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Books or Stationery has been ordered for a National School.

12. All applications for Books and Requisites, at reduced prices, are to be PREPAID by the Managers, or the amount of postage will be deducted from the Grant.

13. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, *two* forms should be used.

14. Parcels of Books, &c., when so desired, will be forwarded, carriage free, to the Depôt of the District in which the School for which the Books are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depôt of any other District if more convenient; but in the latter case, the Inspector, not knowing the Managers of any Schools out of his District, cannot give notice.

15. Or the Parcel will be forwarded to any place nearest to the Manager's residence to which there is a mode of conveyance. In this case the Manager must point out the precise mode of conveyance by which the Parcel is to be transmitted, and he must also defray the cost of carriage.

16. When Parcels are forwarded to the Depôt of a District it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

17. The Manager is required to send to the Depôt on the day appointed by the Inspector for delivery of parcels, a Messenger, who must present the order on the Inspector, with which the Manager will be furnished; and which order the Inspectors are required to transmit to this Office as a proof of the delivery of the Parcels.

18. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

19. The Commissioners do not supply Books or Requisites to the public, or to Schools not connected with the Board of National Education.

§ IX.

IX. *Miscellaneous.*

1. Persons desirous of obtaining assistance from the Commissioners of National Education, under any of the foregoing heads, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners.

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood, that they

do not hold themselves bound to grant aid, unless application shall have been made to them in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

5. No attention can be paid to "anonymous" communications.

6. All letters, or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board.

7. All letters, &c., to be directed as under.* No communications can be received which are not prepaid, except documents sent from this office, and which are required to be returned.

* *The Secretaries,*
Education Office,
Marlborough Street,
Dublin.

Correspondents are requested to attend to the following directions, viz. :—

1. To write at the head of any letter addressed to this Office the name of the School referred to, and the County in which it is situated.
2. To make communications on different subjects in separate letters.
3. To state in every case the writer's Post Town ; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full.
4. In replying to an Official letter, to quote its Number and Date.
5. It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.

By order of the Commissioners of National Education,

MAURICE CROSS,
JAMES KELLY, } *Secretaries.*

Education Office, Dublin,
May, 1855.

Appendix A.

II. Forms of Leases and Assignment; Charter of Incorporation.

II.

Forms of Leases and Assignment; Charter of Incorporation.

No. 1.—*Form A. of Lease to Commissioners of National Education in their Corporate capacity.*

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN of the first Part; of the second Part; and The Commissioners of National Education in Ireland, of the third Part. Whereas the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day of August, in the year of our Lord One Thousand Eight Hundred and Forty-five, have been incorporated and are by said Charter empowered to take and hold Lands as therein mentioned. And Whereas the object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. And Whereas the management of such Schools belongs to the respective local Patrons thereof, who have the power of appointing the Teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority. And Whereas the said desirous that a National School, to be called National School, should be established on the principles aforesaid, on the lot of ground hereinafter demised; and the said has been nominated as Patron of the said intended National School, and has been approved of by the said Commissioners. Now this Indenture Witnesseth that the said in order to promote the said object, granted and demised, and by these Presents grant and demise unto the said Commissioners of National Education in Ireland, all that Lot of Ground described in the Map thereof on the margin of these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded To hold the same to the said Commissioners of National Education in Ireland, from the day of the date of these Presents, for and during yielding therefor during the said term, the Rent of One Penny on the Feast of St. Michael, in every year, if same shall be demanded. And it is hereby declared, that every School to be kept on the Premises hereby demised, shall be subject to the rules and regulations of the said Commissioners, which are applicable to Schools vested in them, and the principal of which Rules are specified in the Schedule endorsed hereon, and signed by the Secretaries of the said Commissioners, and to such further and other Rules and Regulations of the said Commissioners, as may, from time to time, be framed by them, in strict accordance with the fundamental principle above mentioned; and it is hereby agreed, that from and after the day of the date of these Presents, the said School-house shall be kept in repair by the said Commissioners. Provided always, and it is hereby further expressed and declared to be the true intent and meaning of these Presents, and of the several Parties hereto, that in case the said as Patron, shall be desirous of being discharged from the management of said School, or shall go or reside out of Ireland, or shall neglect or refuse, or become incapable to act as such Patron, or shall be anxious for any reason to be relieved from the patronage of said School, it shall and may be lawful for him to nominate and appoint a Person, who shall in the case of any of the events before mentioned arising, or in case of his death, succeed him

as Patron; and that such successor shall have a like power of nomination, and such successor in each case, with the approval of the said Commissioners, shall act as Patron accordingly; and in the event of such Patron or any of his successors declining, neglecting, or refusing to exercise the powers of appointment hereby given as aforesaid, that then, and in all or any of such case or cases, it shall and may be lawful to and for the said Commissioners to nominate and appoint such new Patron in the room of any such Patron as aforesaid, for the management of said School. And the said hereby for and Heirs, Executors, Administrators, and Assigns, covenant and agree to and with the said Commissioners, that he and they, their and his Heirs, Executors, Administrators, and Assigns, shall and will, from time to time, and at all times hereafter, upon the request of the said Commissioners, and at cost, do and execute all such further acts, deeds, and assurances in the law whatsoever, for corroborating and confirming these Presents as by the said Commissioners or their Counsel learned in the law, shall be reasonably required or directed. And the said covenant with the said Commissioners of National Education in Ireland, that the said Commissioners, paying the said rent, if demanded, shall and may possess the said premises for the said term without any disturbance from the said Heirs, Executors, Administrators, and Assigns. IN WITNESS whereof the said hereunto put hand and Seal, and the said Commissioners have caused their Corporate Seal to be affixed hereto, the Day and Year first above written.

Signed, Sealed, and Delivered by the said
in the presence of

SCHEDULE OF RULES REFERRED TO IN THE DEED. PART I.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the schools whenever they think fit. § I.

1. The local government of the National Schools is vested in the local patrons thereof. § II.

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of. § IV.

2. Religious instruction must be so arranged, that each school shall be open to children of all communions; that due regard be had to parental right and authority: that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. The teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and must, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order, shall be carefully laid aside, at its termination, in the press or other place appropriated for keeping the school-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school hours,* simultaneously with religious instruction.

8. In schools, towards the building of which the Commissioners have contributed, and which are VESTED in trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose.

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version,—the teaching of Catechisms, public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The patrons and managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all vested schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *more than once*, at *an intermediate* time, between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them, that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. The secular school business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that religious instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary school business; and they further recommend that, whenever the patron or manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, managers, and teachers are not required to *exclude* any children from any religious instruction given in the school; but all children are to have full power to absent themselves, or to withdraw

* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, managers, and teachers are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National Education.

16. If any child of a religious persuasion different from that of the teacher of any National School, attend during the time or times set apart for religious instruction given by such teacher, it shall be his or her duty, on the *first attendance* of every such child, during the time for such religious instruction given by such teacher, in such school, *forthwith* to notify the same to the parent or guardian of such child, on and by a form to be furnished by the Commissioners.

17. The teachers are required to keep a record of the names of the children to whose parents they have sent the printed form of notification.

18. The Registry kept in each school, according to the form furnished by the Commissioners, must show the religious denomination of each child on the school roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary school business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which industrial instruction is the *chief* object) there must be literary instruction for at least *four* hours upon five days in the week.

21. In schools in which industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours daily shall be devoted to literary instruction.

§ V. 2. No national school-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the sacraments or rites of any Church.

5. Vested school-houses must be used *exclusively for the education* of the children attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the patrons or managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in national school-houses, whether vested or non-vested: nor shall any political business *whatsoever* be transacted therein.

§ VI. 1. The use of the books published by the Commissioners is not compulsory: but the titles of all other books which the patrons or managers of schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary school busi-

ness (during which all children, of whatever denomination they may be, are required to attend) in any school attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary school business, and under the following conditions :—

First—That no child whose parent or guardian object, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the time-table of the school—that there shall be a sufficient interval between the conclusion of such ordinary school business and the commencement of such reading ; and that the teacher shall, immediately before its commencement, announce distinctly to the pupils that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary school business, in order that those children who do not join in the reading of the books may enjoy ample means of literary instruction in the school-room.

4. When using the Scripture Lessons, the teachers are prohibited, except at the times set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following lesson, or of a lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated during the hours of united instruction, in all schools received into connexion with the Board, and that a copy of the lesson itself be hung up in each school.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth ; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them ; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, "when he was reviled, reviled not again," (1 Pet. ch. ii., v. 23.)

6. The use of the tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common school-books, in the Scripture lessons, in the Book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of the united instruction.

§ VII. 1. The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board, as to

character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority.

2. No clergyman of any denomination, or (except in the case of convent schools) member of any religious order, can be recognised as the teacher of a National School.

4. Should the Commissioners consider any teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided. Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

§ IX. 1. The public generally must have free access to every National School (whether vested or non-vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as visitors, to observe how it is conducted.

2. Every teacher of a National School is to receive courteously visitors of all denominations, to afford them free access to the school-room, and full liberty to examine the register, daily report book, and class rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching.

§ X. 1. When any school is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the school-house, or on such other place as may render it conspicuous to the public. When a school-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners, however, do not object to the terms, male, female, or infant; or to the proper local designation of the city, town, parish, street, village, or townland in which the school may be situated; or to the name of the founder being stated on the inscription.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings; nor shall any placards whatsoever be affixed thereto.

6. The Commissioners require that a copy of Part I. of their Rules, on a form to be furnished by them, shall be suspended in every National School-room.

Office of National Education, 185 .

} Secretaries.

2.—*Form B. of Lease to Commissioners of National Education in their Corporate capacity.*

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and

BETWEEN of the first Part;

of the second Part; and THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, of the third Part. WHEREAS the said Commissioners, by Her Majesty's Royal Charter, bearing date the 26th day

APPENDIX A.

II. Forms of Leases and Assignment; Charter of Incorporation.

of August, in the year of our Lord One Thousand Eight hundred and Forty-five, have been incorporated, and are by said Charter empowered to take and hold Lands as therein mentioned. AND WHEREAS the object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same School, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils. AND WHEREAS the management of such Schools belongs to the respective local Patrons thereof, who have the power of appointing the Teachers, subject to the approbation of the said Commissioners, and of removing them of their own authority. AND WHEREAS the said desirous that a National School, to be called National School, should be established on the principles aforesaid, on the lot of ground hereinafter demised; and the said have been nominated as Patrons of the said intended National School, and have been approved of by the said Commissioners. NOW THIS INDENTURE WITNESSETH that the said in order to promote the said object, granted and demised, and by these Presents grant and demise unto the said Commissioners of National Education in Ireland, all that lot of ground described in the Map thereof on the margin of these Presents delineated, situate in the Townland of Parish of Barony of and County of containing and bounded to hold the same to the said Commissioners of National Education in Ireland, from the day of the date of these Presents, for and during yielding therefor during the said term, the rent of One Penny on the feast of St. Michael, in every year, if same shall be demanded. And it is hereby declared, that every School to be kept on the Premises hereby demised, shall be subject to the Rules and Regulations of the said Commissioners which are applicable to Schools vested in them, and the principal of which Rules are specified in the Schedule endorsed hereon, and signed by the Secretaries of the said Commissioners, and to such further and other Rules and Regulations of the said Commissioners, as may, from time to time, be framed by them, in strict accordance with the fundamental principle above mentioned; and it is hereby agreed, that from and after the day of the date of these Presents, the said School-house shall be kept in repair by the said Commissioners. PROVIDED ALWAYS, that in case any of them, the said and or any Patron hereafter to be appointed, shall die, or be desirous of being discharged from the management of said School, or shall reside out of Ireland, or shall neglect or refuse, or become incapable to act as such Patron, it shall be lawful for the surviving or continuing Patron or Patrons to appoint a new Patron or Patrons in the room of any such Patron or Patrons, such new Patron or Patrons to be first approved of by the said Commissioners; and in case the office of Patron shall, from any cause whatsoever, be vacant for the space of Six Calendar Months, it shall be lawful for the said Commissioners to appoint one or more persons to be the Local Patron or Patrons of the said School, and also that in case the said or any person or persons hereafter appointed as Patron or Patrons shall neglect or refuse to maintain a School on the said Premises, in conformity with the Rules and Regulations of the said Commissioners, it shall be lawful for the said Commissioners to remove such Patron or Patrons, and to appoint one or more person or persons as Patron or Patrons in his or their stead. And the said hereby for and Heirs, Executors, Administrators, and Assigns, covenant and agree to

and with the said Commissioners, that he and they, their and his Heirs, Executors, Administrators, and Assigns, shall and will, from time to time, and at all times hereafter, upon the request of the said Commissioners, and at cost, do and execute all such further acts, deeds, and assurances in the law whatsoever, for corroborating and confirming these presents, as by the said Commissioners or their Counsel learned in the Law, shall be reasonably required or directed. And the said Covenant with the said Commissioners of National Education in Ireland, that the said Commissioners, paying the said Rent, if demanded, shall and may possess the said Premises for the said term without any disturbance from the said Heirs, Executors, Administrators, and Assigns. IN WITNESS whereof the said hereunto put Hand and Seal , and the said Commissioners have caused their Corporate Seal to be affixed hereto, the Day and Year first above written.

Signed, Sealed, and Delivered, by the said
in the presence of

SCHEDULE OF RULES REFERRED TO IN THE DEED.

PART I.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the schools whenever they think fit. § I.

1. The local government of the National Schools is vested in the local patrons thereof. § II.

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of. § IV.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority: that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the school affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the school-room.

5. The teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils, that the hour for religious instruction has arrived, and must, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order, shall be carefully laid aside, at its termination, in the press or other place appropriated for keeping the school books.

7. No secular instruction, whether literary or industrial, shall be

carried on in the same apartment, during school hours,* simultaneously with religious instruction.

Note.—* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the school to the closing of the same for the dismissal of the pupils.

8. In schools, towards the building of which the Commissioners have contributed, and which are VESTED in trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the school-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose.

10. The reading of the Scriptures, either in the Protestant Authorized or Douay Version,—the teaching of catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The patrons and managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all Vested Schools* the parents or guardians of the children have the right to require the patrons and managers to afford opportunities for the reading of the Holy Scriptures, in the school-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary school business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *more than once* at *an intermediate* time, between the commencement and the close of the ordinary school business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the school, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. The secular school business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary school business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, Managers, and Teachers, are not required to *exclude* any children from any religious instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, Managers, and Teachers, are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National Education.

16. If any child of a religious persuasion different from that of the Teacher of any National School, attend during the time or times set apart for religious instruction given by such Teacher, it shall be his or her duty, on the *first attendance* of every such child, during the time for such religious instruction given by such Teacher, in such School, *forthwith* to notify the same to the parent or guardian of such child on, and by, a Form to be furnished by the Commissioners.

17. The Teachers are required to keep a record of the names of the children to whose parents they have sent the printed Form of notification.

18. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

19. A sufficient number of hours, to be approved of in each case, by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which Industrial instruction is the *chief* object) there must be Literary instruction for at least *four* hours upon five days in the week.

21. In Schools in which Industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours, daily, shall be devoted to Literary instruction.

§ V.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

5. Vested School-houses must be used, *exclusively for the education* of the children attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Von-vested; nor shall any political business *whatsoever* be transacted therein.

§ VI.

1. The use of the Books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any other Books than the Holy Scriptures, or the *standard* Books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or Book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these Books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians

APPENDIX A. II. Forms of Leases and Assignment; Charter of Incorporation.

object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time Table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of the Books may enjoy ample means of Literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the times set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, "when he was reviled, reviled not again. (1 Pet. ch. ii. v. 23.)

6. The use of the tablet furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common school books, in the Scripture Lessons, in the Book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of the united instruction.

§ VII. 1. The local patrons (or managers) of schools have the right of appointing the teachers, subject to the approval of the Board as to character and general qualifications; the local patrons (or managers) have also the power of removing the teachers of their own authority.

2. No clergyman of any denomination, or (except in the case of Convent Schools) member of any religious order, can be recognised as the teacher of a National School.

4. Should the Commissioners consider any teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided. Teachers are also liable to be fined

or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

§ IX.

1. The public generally must have free access to every National School (whether vested or non-vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as visitors, to observe how it is conducted.

2. Every teacher of a National School is to receive courteously visitors of all denominations, to afford them free access to the school-room, and full liberty to examine the Register, Daily Report Book, and Class Rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching.

§ X.

1. When any school is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the school-house, or on such other place as may render it conspicuous to the public. When a school-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners, however, do not object to the terms, Male, Female, or Infant; or to the proper local designation of the city, town, parish, street, village, or townland in which the school may be situated; or to the name of the founder being stated on the inscription.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the school-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any school which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the school-room, or affixed to the *exterior* of the buildings; nor shall any placards whatsoever be affixed thereto.

6. The Commissioners require that a copy of Part I. of their rules, on a form to be furnished by them, shall be suspended in every National school-room.

National Education Office, 185.

} Secretaries.

3.—*Form of Assignment or Conveyance of National School Premises, by Trustees, to the Commissioners of National Education, in their Corporate capacity.*

THIS INDENTURE made the day of in the Year of our Lord One Thousand Eight Hundred and BETWEEN of the first part; of in the of of the second part; and the COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, of the third part. WHEREAS by Indenture of Lease bearing date the day of One Thousand Eight Hundred and made between of the first part, the several persons therein named and described as the Commissioners appointed for administering the Funds placed at the disposal of HIS EXCELLENCY THE LORD LIEUTENANT OF IRELAND, for the education of the Poor of Ireland, of the second part, and the said therein

APPENDIX A.

II. Forms of Leases and Assignment; Charter of Incorporation.

described as Trustees named and approved of by and on behalf of the said Commissioners, of the third part, after reciting among other things, that it was the wish and intention of the said and of the said Trustees, parties thereto, that a School with the approbation and under the control of the said Commissioners, parties thereto, should be established in the Parish of and the County of and that the therein named Commissioners had in order to promote the establishment of said school directed that a Sum of sterling should be paid to the said Trustees out of the Fund so placed at the disposal of his Excellency the Lord Lieutenant of Ireland, the said in order to effectuate the purposes aforesaid, and for the considerations therein mentioned, demised unto the said as Trustees aforesaid ALL THAT Lot or Piece of Ground, situate, lying and being in the Townland of Parish of Barony of and County of whereon there had been erected and built a School-house for the education of the poor Children in the Parish aforesaid, containing in front feet or thereabouts, and in breadth in the rere feet or thereabouts, and in depth from front to rere feet or thereabouts, meared and bounded together with all Buildings and improvements erected and made thereon and all and singular the Rights, Members, Privileges, Passages, Appendancies, and Appurtenances, to the said Lot of ground and Premises belonging, or in anywise appertaining, which said Lot of Ground is more particularly described by the map thereof on said Indenture of Demise inserted, TO HOLD the same to the said Executors, Administrators, and Assigns for and during upon the Trusts, and for the Uses and Purposes thereinafter mentioned and declared concerning the same, they the said Executors, Administrators, and Assigns, yielding and paying unto the said Heirs, Executors, Administrators, and Assigns during the continuation of the said demise, the sum of on the in each and every year. AND WHEREAS by Royal Letters Patent, duly enrolled in the Court of Chancery in Ireland, and bearing date the 26th day of August, in the 9th Year of the Reign of Her Majesty Queen Victoria, the then Commissioners appointed for administering the Funds placed as aforesaid at the disposal of His Excellency the Lord Lieutenant of Ireland, for the Education of the Poor of Ireland and all and every other person who from time to time for ever thereafter should be appointed, as therein is particularly mentioned, COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, were erected and constituted a Body Corporate and Politic by the Style of THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, with perpetual succession and with power to purchase and hold Lands and Hereditaments, Goods and Chattels, as therein particularly mentioned: AND WHEREAS the said are desirous of being discharged from the TRUSTS by said Indenture of Demise of the created. AND WHEREAS in order the better to effect and carry into execution the Trusts of said Indenture, it is deemed expedient that the said Premises thereby demised should (with the consent of the said) be conveyed unto the said Commissioners of National Education in Ireland, in their Corporate capacity. Now THIS INDENTURE WITNESSETH that in consideration of the premises, and also in consideration of the sum of Ten shillings paid to the said by the said Commissioners of National Education in Ireland, immediately before the execution of these Presents, the receipt whereof is hereby acknowledged they the said do by these presents with the consent and by the direction of the said testified by his

being a party to and signing and sealing these presents, grant and assign unto the said Commissioners of National Education in Ireland, ALL THAT Lot or piece of Ground hereinbefore and in said Indenture of Demise of the day of particularly mentioned and described, and all the Estate, Right, Title, Trust, Possession, Claim, and Demand, both at Law and in Equity, of them, the said of, in, and to the said Premises with their Appurtenances, together with the said Indenture of Demise, and all benefit and advantage thereof, TO HOLD the same with the Appurtenances unto the said Commissioners of National Education in Ireland, henceforth for and during the residue now unexpired of the said term of years subject nevertheless to the payment of the Rent and the performance of the Trusts and Covenants in said Indenture reserved, declared, and contained. And the said . each for himself, his Heirs, Executors, and Administrators, and not the one for the other of them, or for the Heirs, Executors, or Administrators of the other, do hereby Covenant with the said Commissioners of National Education in Ireland, their Successors and Assigns, that notwithstanding any act done or suffered by them, the said Lease is valid and subsisting, and that they now have power to assign the same, and the Premises thereby demised in manner aforesaid, and that they and every person lawfully claiming through or under them, or any of them, will at any time hereafter on the request and at the cost of the said Commissioners of National Education in Ireland, do any further act to assign and confirm the said hereinbefore recited Lease and the Premises thereby demised, as the said Commissioners of National Education in Ireland, their Successors and assigns, shall direct or require. IN WITNESS whereof the said parties of the first and second parts have hereunto affixed their Hands and Seals, and the said Commissioners of National Education in Ireland have caused their Corporate Seal to be affixed hereto, the day and year first above written.

No. 4.—CHARTER of INCORPORATION granted by HER MAJESTY to the Board of National Education in Ireland.

VICTORIA, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith, and soforth, To all to whom these presents shall come, greeting. WHEREAS, in order to promote the welfare, by providing for the Education of the Poor of Ireland, it is expedient that the Commissioners of National Education in Ireland, should be invested with the powers and privileges hereinafter contained. KNOW YE THEREFORE, that We, of our special grace, certain knowledge, and mere motion, by and with the advice and consent of our right trusty and well-beloved Councillor, WILLIAM BARON HEYTESBURY, Knight Grand Cross of the most Honourable Military Order of the Bath, our Lieutenant-General and General Governor of Ireland, and according to the tenor of our letter, under our Privy Signet and Royal Sign Manual, bearing date at our Court at St. James's, the Seventh day of August, One Thousand Eight Hundred and Forty-five, in the Ninth Year of our Reign, and now enrolled in the Rolls of our High Court of Chancery in Ireland, have granted, constituted, and declared, and by these presents for Us, our Heirs, and Successors, We do grant, constitute, and declare, that the Most Reverend Father in God, our right trusty and right entirely beloved Cousin and Councillor, RICHARD, ARCHBISHOP OF DUBLIN, Primate of Ireland, our trusty and well-beloved the Most Reverend Archbishop

APPENDIX A. II. Forms of Leases and Assignment; Charter of Incorporation.

DANIEL MURRAY, our trusty and well-beloved FRANC SADLIER, Doctor in Divinity, Provost of Trinity College, Dublin, our right trusty and well-beloved Councillor, ANTHONY RICHARD BLAKE, our trusty and well-beloved ROBERT HOLMES, Esquire, Barrister-at-law, our right trusty and well-beloved Councillor, Sir PATRICK BELLEW, Baronet, our trusty and well-beloved RICHARD WILSON GREENE, Esquire, our Solicitor-General in that part of our said United Kingdom called Ireland, our trusty and well-beloved POOLEY SHULDHAM HENRY, Doctor in Divinity, our trusty and well-beloved JOHN RICHARD CORBALLIS, Esquire, one of our Counsel at Law, our trusty and well-beloved ALEXANDER MACDONNELL, Esquire, and our trusty and well-beloved CHARLES WILLIAM FITZGERALD, commonly called the MARQUESS OF KILDARE, Commissioners of National Education in Ireland, and all and every other person and persons who shall from time to time be appointed Commissioners of National Education in Ireland, by the Lord Lieutenant or other Chief Governor or Governors of Ireland for the time being (the said Commissioners, and all and every other person and persons so appointed by the Lord Lieutenant or other Chief Governor or Governors of Ireland for the time being, to be removable at his or their pleasure), shall be for ever hereafter one Body Corporate and Politic in deed and in name, and that the said Body Corporate shall be called "*The Commissioners of National Education in Ireland,*" and then by the name of "*Commissioners of National Education in Ireland,*" into one Body Corporate and Politic, in deed, fact, and name, for ever, WE DO for Us, our Heirs, and Successors, erect, constitute, establish, confirm, and declare by these Presents, and we do for Us, our Heirs, and Successors, grant and declare that by the same name of "*The Commissioners of National Education in Ireland,*" they shall have perpetual succession, and that they and their Successors, by that name, from time to time, and at all times hereafter, shall be able and capable in law, without our Licence in Mortmain, to have, take, purchase, receive, hold, enjoy, and retain to them and their successors, in fee and perpetuity, any manors, lands, tenements, rents, annuities, privileges, liberties, possessions, and hereditaments of what kind, nature, or quality soever in Ireland, not exceeding in the whole the clear yearly value of Forty Thousand Pounds Sterling. And moreover to purchase and acquire any goods and chattels whatsoever; and also to take and receive any sum or sums of money, or any manner or portion of goods and chattels that shall to them be given, granted, devised, or bequeathed by any person or persons, Bodies Corporate and Politic, capable to make a gift or devise thereof, and therewith and thereout to erect, maintain, and support in all places of that part of our said United Kingdom called Ireland, where they shall deem the same to be most necessary and convenient, such and as many Schools as they shall think proper. AND ALSO, to give, grant, alien, assign, and dispose of any manors, lands, tenements, rents, hereditaments, goods, and chattels, and to do and execute all and singular other matters and things necessarily relating thereunto. AND ALSO, to give and grant any Lease or Leases of any lands or tenements belonging to, or which may hereafter belong to, the said Body Corporate and Politic, for any term not exceeding three lives, or Thirty-one Years: Provided, that any such alienation, and that every such Lease or Leases be made with the approbation of the major part of the Members of the said Body Corporate then present (such major part being at least three in number), and every lease so to be made shall be of lands in possession and not in reversion. AND We do also for Us, our Heirs, and Successors, give and grant unto every subject or subjects whatsoever, of Us, our Heirs,

and Successors, whether incorporated or not incorporated, special licence, power, faculty, and authority, to give, grant, sell, alien, assign, dispose, or bequeath unto the said Commissioners of National Education in Ireland, and their Successors, for the use and benefit of them, and their Successors, any manors, lands, tenements, rents, privileges, liberties, possessions, and hereditaments of what nature or kind soever, within that part of our said United Kingdom called Ireland, so as the same do not exceed in the whole the clear yearly sum of Forty Thousand Pounds Sterling; and that the said Body Corporate and their Successors, by the name of "*The Commissioners of National Education in Ireland*," shall and may plead and be impleaded, sue and be sued, answer and be answered, defend and be defended, in all or any Courts and places, and before any Judges, Justices, Officers of Us, our Heirs, and Successors, in all and singular actions, pleas, suits, plaints, matters, and demands, of what kind or quality soever they shall be, in the same manner and form, and as fully and amply as any of our subjects of our realm may or can do, sue or be sued, plead or be impleaded, answer or be answered, unto, defend or be defended. AND that the said Body Corporate shall and may have and use a common Seal for the affairs and business of National Education in Ireland, and that it shall and may be lawful for the said Body Corporate, and their Successors, the same Seal from time to time to change, alter, or make new, as to them shall seem proper. AND We do hereby for Us, our Heirs, and Successors, ordain, declare, and direct, that whenever the said Commissioners, or either or any of them, or any other person or persons to be appointed in their place or in succession to them, or any of them, shall by death, resignation, removal, or otherwise, cease to be a Commissioner or Commissioners of National Education in Ireland, then and in every such case it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, by Warrant under Hand and Seal, to appoint one other person in the place and stead of any such person so ceasing to be such Commissioner respectively, and any such person so to be appointed shall accordingly be and become one of the Commissioners of National Education in Ireland, and Member of the Corporation hereby constituted. AND We do hereby for Us, our Heirs, and Successors, grant, declare, and appoint that it shall and may be lawful for the Lord Lieutenant, or other Chief Governor or Governors of Ireland for the time being, if it shall appear fit to him or them, respectively, to increase the number of the Commissioners of National Education in Ireland: Provided, however, that the whole number of persons intended by virtue of these Presents to be incorporated, as aforesaid, do not at any time exceed fifteen, but may consist of any less number. LASTLY, We do by these Presents, for Us, our Heirs, and Successors, grant unto the said Body Corporate by the name of "*The Commissioners of National Education in Ireland*," and to their Successors, that these our letters Patent, or the enrolment hereof, shall be in and by all things good, firm, valid, sufficient, and effectual in the Law, according to the true intent and meaning thereof, and shall be taken, construed, and adjudged, in the most favourable and beneficial sense, for the best advantage of the said Body Corporate and their Successors, as well in all Courts of Records as elsewhere, and by all and singular the Officers and Ministers whomsoever and wheresoever of Us, our Heirs, and Successors: Provided always, that these our Letters Patent be enrolled in our High Court of Chancery in Ireland, within the space of Six Calendar Months, next ensuing the date hereof.—In Witness whereof We have caused these our Letters to be made Patent. *Witness*,

APPENDIX A. II. Forms of Leases and Assignment; Charter of Incorporation.

WILLIAM BARON HEYTESBURY, our Lieutenant-General and General Governor of Ireland, at Dublin, the 26th day of August, in the Ninth Year of our Reign.

For C. FITZSIMON, Clerk of the Crown and Hanaper, SEAL.

DAVID SHERLOCK, *Deputy.*

Enrolled in the Office of the Rolls of Her Majesty's High Court of Chancery in Ireland, the First day of September, One Thousand Eight Hundred and Forty-five.

WILLIAM WEBB, *D.K.R.*

Entered and Examined by

GEORGE HATCHELL, *Clerk Rolls.*

III. Book and Free Stock Lists.

III.—BOOK AND FREE STOCK LISTS.

No. 1.—LIST of BOOKS PUBLISHED by the COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, and Sold to National Schools at the Prices affixed.

	s.	*d.*
First Book of Lessons,	0	0½
Second Book of Lessons,	0	1½
Sequel to the Second Book, No. 1,	0	2
Sequel to Second Book, No. 2,	0	2
Third Book of Lessons,	0	3
Fourth Book of Lessons,	0	3
Supplement to the Fourth Book,	0	4
Fifth Book (Boys'),	0	4
Reading Book for Girls' School,	0	4
Biographical Sketches of eminent British Poets, chronologically arranged from Chaucer to Burns, with Criticisms on their works, selected from the most distinguished writers, intended for Teachers, and the higher classes in schools,	0	4½
Selections from the British Poets, in two volumes, chronologically arranged from Chaucer to the present time, under separate divisions, with Introductions, explaining the different species of Poetry:		
The First Volume contains Sacred, Moral and Didactic, Descriptive, and Pastoral Poetry,	0	4½
The Second Volume contains selections under the following heads: the Seasons and Months; Morning, Noon, and Night; Portraits of Character; Natural Phenomena; Natural History, comprising Flowers, Trees, and Shrubs—Birds, Insects, and Animals; also, Specimens of Narrative, Pathetic, Elegiac, and Lyric Poetry, &c.,	0	4½
Introduction to the Art of Reading,	0	3
English Grammar,	0	1½
Key to English Grammar,	0	0½
First Book of Arithmetic,	0	1½
Key to First Book of Arithmetic,	0	1½
Arithmetic in Theory and Practice,	0	4
Book-keeping,	0	2
Key to Book-keeping,	0	2
Epitome of Geographical Knowledge,	0	5
Compendium of Geographical Knowledge,	0	2
Elements of Geometry,	0	2
Mensuration,	0	3
Appendix to Mensuration,	0	2
Scripture Lessons (Old Testament), No. 1 & 2, each,	0	2
——— (New Testament), No. 1 & 2, each,	0	2
Sacred Poetry,	0	0½
Agricultural Class Book,	0	3
Farm Account Book,	0	7
Directions for Needlework, with Specimens,	4	0

No. 1.—LIST OF BOOKS PUBLISHED by the COMMISSIONERS—*continued.*

	s.	d.
Set Tablet Lessons, Arithmetic, 60 sheets,	0	7
Do. Do. Mounted on 30 Pasteboards,	5	6
Set Tablet Lessons, Spelling and Reading, 33 sheets,	0	4
Do. Do. Mounted on 17 Pasteboards,	3	3
Set Copy Lines, six sheets,	0	6
Map of the World,	6	0
Maps of the Ancient World, Europe, Asia, Africa, America, United States, Australia, England, Scotland, Ireland, and Palestine, each,	4	6
Clocks, American,	8	0
Clocks, German,	6	0
Copy Books (large), each,	0	1½
Do. (small), each,	0	1
Quills (not less than 100), per 100,	0	6
Slates (large), each,	0	1
Do. small ruled (not less than 4), each,	0	0¾
Slate Pencils (not less than 200), per 100,	0	1½
Slate Pencil Holders (not less than 100), per 100,	0	7
Ink Stands (not less than 6), per dozen,	0	8
Ink Powders (not less than 6), per dozen,	1	2

No. 2.—LIST of BOOKS not PUBLISHED, but SANCTIONED, by the COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, and Sold to Irish National Schools at the Reduced Prices affixed.

	s.	d.
Professor M'GAULEY's Lectures on Natural Philosophy,	3	3
——— Key to Arithmetic, in Theory, &c.,	0	10
——— Algebra,	1	0
Professor SULLIVAN's English Dictionary,	0	11
——— Spelling Book Superseded,	0	3½
——— English Grammar,	0	3
——— Introduction to Geography, and History,	0	3
——— Geography Generalized,	0	7
——— Literary Class Book,	0	11
FLEMING's Atlas of Outline Maps,	1	8
DOWER's Atlas, 12 Maps, coloured, half bound,	1	2
KIRKWOOD's Atlas, 12 Maps, coloured, stitched in wrapper,	0	6
DAWES' Suggestive Hints towards improved Secular Instruction,	0	9
Dr. HODGES' Agricultural Chemistry,	0	8
JOHNSTON's Catechism of Agricultural Chemistry, &c.,	0	6
MURPHY's Agricultural Instructor,	0	6
CAMPBELL's Farmer's and Cottager's Guide,	0	3
PRINGLE's Principles and Practice of Green Cropping,	0	1½
Easy Lessons on Reasoning,	0	4
Easy Lessons on Money Matters,	0	3
YOUNG's Infant School Manual,	0	10
Household Work for Female Servants,	0	3
PATTERSON's First Steps to Zoology, Part I. (Invertebrate Animals),	0	6
——— Sheet of Illustrations to do., No. 1,	0	3½
——— First Steps to Zoology, Part II. (Vertebrate Animals),	0	6
——— Sheet of Illustrations to do., No. 2,	0	3½
——— Zoology for Schools, Part. I. (Invertebrate Animals)	0	9
——— Zoology for Schools, Part II. (Vertebrate Animals)	0	9
Dr. THOMSON's Treatise on Arithmetic,	0	9
——— Key to do.	0	9
——— Elements of Euclid, Part I.	0	7
——— Elements of Euclid, Part II.	0	7
——— Introduction to Algebra,	1	0
Arithmetical Table Book, per 100,	2	0
HULLAH's Manual of Wilhem's Vocal Music,	2	6
——— Songs for Schools (two parts), each,	0	3
——— Set of 8 Large Sheets, each	3	0
——— Exercises (two parts), each,	0	4
Slate, ruled for Music,	0	1
Tuning Fork,	1	3

APPENDIX A. III. Book and Free Stock Lists.

THE PARTICULAR ATTENTION OF MANAGERS OF IRISH NATIONAL SCHOOLS IS REQUESTED TO THE FOLLOWING INSTRUCTIONS.

PAYMENT FOR BOOKS.

1. All applications for Books and Requisites at reduced prices must be addressed to the Secretaries, and be accompanied by a money order for the amount, in favour of *Maurice Cross or James Kelly, Esq., and payable in Dublin on demand.* Cheques or money orders drawn on county banks cannot be received in payment for Books, &c.

2. When a post-office order or letter of credit is transmitted, and the amount is under *ten shillings*, the cost of the remittance must be paid by the person applying for the same; but if the sum exceeds ten shillings, the cost of the remittance will be allowed, and Requisites given for the *full amount* PAID.

3. The Patron or Manager should not sign any application for Books and Requisites without first ascertaining that they are actually wanted for the school, on behalf of which the application is made. The Inspectors are required to report to the Secretaries whenever it appears that an undue quantity of Books or Stationery has been ordered for a National School.

4. LARGE MAPS, CLOCKS.—When a National School has had a grant, either as Free Stock or at reduced prices, of a Clock, or any of the large Maps on the annexed List, another is not to be applied for until *three* years shall have elapsed (unless in special cases, the circumstances of which are to be stated), when the grant will be sanctioned, if the reasons assigned be deemed satisfactory.

5. Teachers have occasionally included in the applications *Clocks* or *Maps* for their private use, and have taken them to their own houses, and sometimes carried them away on their removal from their Schools. Managers should caution Teachers that this is not permitted, and will, if reported, subject them to a fine, or other serious mark of the Board's displeasure. *Books* for their own use may be purchased by the Teachers at the reduced prices, but then they should be careful to indicate the fact to the Manager, by writing the words "for Teacher" after the name of the book in the List.

6. All applications for Books and Requisites, at reduced prices, are to be prepaid by the Managers, or the amount of postage will be deducted from the grant.

7. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the books, &c., are required; and if for both, *two* forms should be used.

TRANSMISSION OF PARCELS.

8. The Parcel, when so desired, will be forwarded, carriage free, to the Depot of the District in which the School is situated, and the Inspector will inform the Manager on what day it will be ready for delivery; or to the Depot of any other District, if more convenient; but in the latter case, the Inspector, not knowing the Managers of any Schools out of his District, cannot give notice.

9. Or the parcel will be forwarded to any place nearest to the Manager's residence to which there is a mode of conveyance. In this case the Manager must point out the precise mode of conveyance by which the Parcel is to be transmitted, and he must also defray the cost of carriage.

10. When Parcels are forwarded to the Depot of a District it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School, but he is to give the Manager notice when the Parcel shall be ready for delivery.

11. The Manager is required to send to the Depot on the day appointed by the Inspector for delivery of Parcels, a messenger, who must present the order on the Inspector, with which the Manager will be furnished, and which order the Inspectors are required to transmit to this office as a proof of the delivery of the Parcels.

12. Books and Requisites ordered for delivery at this office, are to be called for between the hours of 10 and 4 o'clock, and not sooner than two days after the receipt of the money. The carrier must produce the order of the Manager.

GRATUITOUS STOCK.

No. 3.—LIST of BOOKS from which MANAGERS are to select FREE STOCK.

	s.	d.
First Book of Lessons,	0	1
Second do.	0	3
Sequel to Second Book, No. 1,	0	4
Do. do. No. 2,	0	4
Third Book of Lessons,	0	6
Fourth do.	0	6
Supplement to the Fourth Book,	0	8
Fifth Book (Boys)	0	8
Reading Book, Girls' School,	0	8
Biographical Sketches of British Poets,	0	9
Selections from the British Poets, Vol. 1,	0	9
Do. do. Vol. 2,	0	9
Introduction to the Art of Reading,	0	6
English Grammar,	0	3
Key to do.	0	1
First Book of Arithmetic,	0	3
Key to do.	0	3
Arithmetic in Theory and Practice, (For Key see below.)	0	8
Book-keeping,	0	4
Key to do.	0	4
Epitome of Geographical Knowledge,	0	10
Compendium of do.	0	4
Elements of Geometry,	0	4
Mensuration,	0	6
Appendix to do.	0	4
Scripture Lessons, (O. T.) No. 1,	0	4
Do. ,, No. 2,	0	4
Do. (N. T.) No. 1,	0	4
Do. ,, No. 2,	0	4
Sacred Poetry,	0	1
Agricultural Class Book,	0	6
Farm Account Book,	1	2
Set Tablet Lessons, Arithmetic, sixty sheets, mounted on thirty pasteboards,	11	0
Set Tablet Lessons, Spelling and Reading, thirty-three sheets, mounted on seventeen pasteboards,	6	6
Set of Copy Lines,	1	0
Map of the World,	12	0
Maps of the Ancient World, Europe, Asia, Africa, America, United States, Australia, England, Scotland, Ireland, and Palestine, each,	9	0
Professor M'GAULEY's Lectures on Natural Philosophy,	6	6
——— Key to Arithmetic in Theory, &c.,	1	8
——— Algebra,	2	0
Professor SULLIVAN's English Dictionary,	1	10
——— Spelling Book Superseded,	0	7
——— English Grammar,	0	6
——— Introduction to Geography and History,	0	6
——— Geography Generalized,	1	2
——— Literary Class Book,	1	10
FLEMING's Atlas of Outline Maps,	3	4
DOWER's Atlas, 12 Maps, coloured,	2	4
KIRKWOOD's Atlas, 12 Maps, coloured,	1	0
DAWES' Hints on Secular Education,	1	6

APPENDIX A. III. Book and Free Stock Lists.

LIST of BOOKS from which MANAGERS are to select FREE STOCK—*con.*

	s.	d.
Dr. HODGES' Agricultural Chemistry,	1	4
JOHNSTON'S Catechism of Agricultural Chemistry, &c.,	1	0
MURPHY'S Agricultural Instructor,	1	0
CAMPBELL'S Farmer's and Cottager's Guide,	0	6
PRINGLE'S Principles and Practice of Green Cropping,	0	3
Easy Lessons on Reasoning,	0	8
Easy Lessons on Money Matters,	0	6
YOUNG'S Infant School Manual,	1	8
Household Work for Female Servants,	0	6
PATTERSON'S First Steps to Zoology, Part I.,	1	0
——— Illustrations to do., No. 1,	0	7
——— First Steps to Zoology, Part II.	1	0
——— Illustrations to do., No. 2	0	7
——— Zoology for Schools, Part I.,	1	6
——— ——— Part II.,	1	6
Dr. THOMSON'S Treatise on Arithmetic,	1	6
——— Key to do.	1	6
——— Elements of Euclid, Part I.,	1	2
——— Do. Part II.,	1	2
——— Introduction to Algebra,	2	0

EXTRACTS from the RULES and REGULATIONS of the COMMISSIONERS of NATIONAL EDUCATION in IRELAND.

PART I. § VI. 1. "The use of the Books furnished by the Commissioners is not compulsory."

PART III. § VIII. 1. BOOKS.—"1. The Commissioners furnish gratuitously to each School a First Stock of School Books, in proportion to the attendance of children, WHICH IS RENEWED AT THE END OF EVERY THREE YEARS. These books are to be kept as a School Stock, for which the Master or Mistress is held responsible, and they are on no account to be sold or taken out of the School. The Commissioners also supply Books from time to time for the general use of the children, and School Requisites, such as Paper, Slates, Quills, &c., at reduced rates."

"4. When Books, &c., purchased from the Commissioners at the reduced price, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule."

Book Circular.

Education Office,

Dublin, day of , 185 .

SIR,—In accordance with the above Regulations, we are to inform you that a Grant of Books and Requisites has been made for the use of the within-named National School to the amount stated.

The selection of the Books and Requisites is left to the Manager, with the exception of a Map of the World, and a Set each of Spelling and Arithmetical Tablets, mounted on boards, which the Commissioners require shall form a part of *every First Free Stock.*

You are requested to enter upon this list, without delay, such Books, &c., as will, at the prices specified in the annexed list, amount to the sum granted, and return the Document to this Office, prepaid, with your signature.

As soon as the list is returned, duly filled and signed, the parcel shall be sent as desired, with the least possible delay, and you will receive an invoice of the Books and Requisites, which must be pasted in the Daily Report Book.

Your attention is particularly requested to the following Instructions respecting the transmissions of Parcels of Books :—

1. The Parcel, when so desired, will be forwarded, carriage free, to the Depot of the District in which the School for which the Books are required is situated ; or to the Depot of any other District, if more convenient.

2. Or the Parcel will be forwarded to any place nearest to the Manager's residence to which there is a mode of conveyance. In the latter case the Manager must point out the precise mode of conveyance by which the Parcel is to be transmitted, and he must also defray the cost of carriage.

3. When Parcels are forwarded to the Depot of a District it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

4. The Manager is required to send to the Depot on the day appointed by the Inspector for delivery of Parcels, a messenger, who must present the order on the Inspector, with which the Manager will be furnished ; and which order the Inspectors are required to transmit to this Office as a proof of the delivery of the Parcels.

5. If the Parcel is to be sent by a Carrier, he must call at this Office, not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery.

You are required to purchase such additional Books and Maps, Stationery, Slates, and other Requisites, as may be necessary to supply fully the wants of the School. You will find on the enclosed form a List of such Books and other Requisites as are granted by the Commissioners, at the reduced prices affixed ; and where Male and Female Schools have *different* Roll Numbers *separate* lists are to be filled up.

We remain, Sir, your obedient Servants,

MAURICE CROSS, JAMES KELLY, } Secretaries.

IV.—OFFICIAL FORMS.

I. FORMS OF INSPECTOR'S REPORTS, AND APPLICATIONS FOR AID.

No. 1. FORM OF DISTRICT INSPECTOR'S REPORT upon Application for Aid towards BUILDING a SCHOOL-HOUSE, in the County of ———. Name of proposed School ——. Name of Correspondent ——. Religious Denomination ——. Post-town ——.

1. Where is the site of the proposed School-house ? In what Townland ? In what parish ? In what Barony ? Post-town nearest Site ? Distance from Site ? On road from to .

2. If in a Town or Village, give its name, and state the amount of its population.

3. If in the Country, state the number of *Dwellings* or of *Families* within a circuit of *half a mile* of proposed Site.

4. State the extent of the Site, and its dimensions.

5. Is it in a healthy situation ?

6. Is it to be enclosed, and how ?

7. Is there any, and what extent of ground for agricultural purposes ?

APPENDIX A.

IV. Official Forms.

8. Is it a portion of a Church, Chapel, or Meeting-house Yard?

9. Is it contiguous to, or near any?

10. Is it in connexion with any Religious Establishment?

11. If so, has inquiry been made to procure any other site, and what has been the result of the inquiry?

12. How are you satisfied that such inquiry has been made?

13. Who are the Proprietors of the Lands and Tenements in the locality?

14. What is the name and distance of the nearest Post-town, and in what direction?

15. State the Christian and Surname and Residence of the Person making a lease of the Site, and what title he has to the ground.

16. For what length of time does the Grantor agree to give the Lease?

17. Is the ground liable to any, and what Rent?

18. What number of Children may be expected to attend the School, distinguishing Males and Females, and what is the Population of the Parish, distinguishing that portion of it likely to need such a School? Males, ——, Females, ——, Total, ——.

19. Is the School to be under the direction of a Committee, and by whom elected.

20. What amount of Local Subscription has been raised, or is likely to be raised towards the erection of the House?

21. Upon what grounds or information do you base your answer to the last query?

22. Does a necessity exist for the building of a new School-house here? Give the reasons for your opinion fully and explicitly.

23. State the names and circumstances of such National Schools as are in the neighbourhood within a circuit of three miles, the average number of Children attending them, and whether vested or not vested, and their respective distances from the proposed site.

School.	Vested or Non-vested.	If vested, how?	Distance.	Average Attendance.
1.				
2.				
3.				
4.				
5.				

24. State the names of all other Schools for the poor within similar limits, and their general circumstances so far as you can ascertain them.

25. State the precise distance of the site of the proposed School from the site of any other *Applicant* Schools, whether for aid towards Building, or for Salary and Books, distinguishing each.

26. Have you consulted the Clergymen of the different denominations as to making any arrangement for giving religious instruction in the proposed School?

27. Have you presented to the parties concerned in this application a copy of the Lease vesting the Premises in the Commissioners in their Corporate capacity.

28. Are they willing that such Lease shall be executed?

29. Have you had an interview with the Patron or Correspondent of the School?

30. If the proposed Manager be a Layman, state his profession, business, or occupation.

31. With what other individuals have you communicated personally on the subject, and what has been the result of your interview?

32. State any other circumstances connected with this application, which you may consider material for the information of the Commissioners, and the grounds upon which you recommend that it should be entertained or otherwise.

33. State the date of your visit.

——— District Inspector of National Schools.

No. 2. Form of District Inspector's Report upon application for aid towards payment of Teacher's Salary, and for Supply of Books, &c.

—— School, in the County of —— Patron or Correspondent ——
Religious Denomination, —— Post Town ——

1. When was the School established?
2. In what Parish?
3. In what Townland?
4. In what Barony?
5. If in a Town or Village give its name, and state the amount of its population.
6. If in the Country, state the number of *Dwellings* or of Families within a circuit of *half a mile* of this School.
7. What is the name and distance of the nearest Post-town, and in what direction?
8. State the names of the National Schools within three miles of this Applicant School, with the average attendance at each for the last four months, and whether vested or non-vested.

School.	Vested or Non-vested.	If vested, how?	Distance.	Average Attendance.
1.				
2.				
3.				
4.				
5.				

9. State the names and distances of other Schools for the poor within similar limits of this Applicant School.

10. State the precise distance of this School from any other *Applicant* Schools, whether for aid to Build, or for Salary and Books, and if it have any connexion with any *existing* National or Applicant School, explain the nature of such connexion.

11. State whether the School is, or has been, in connexion with, or has derived aid from any other Society; and if so, the name of the Society, the amount of the aid received, and whether that connexion will be discontinued should a grant be made.

12. Are the Patrons of the School, during its former connexion,

APPENDIX A.

IV. Official Forms.

aware that application has been now made on its behalf to the Commissioners of Education? If so, is it with their approbation?

13. If they are not aware, or do not approve, state the reasons.

14. If School ever before in connexion with the Board, state when such connexion ceased, and why.

15. State whether the School-house is attached to Church, Chapel, or Meeting-house, or on ground connected with such; and if so, say particularly whether there is any *internal* communication between School-house and such place of worship.

16. Or whether it is in connexion with any religious Establishment; and, if so, what is the nature of such connexion?

17. Of what Materials is it built?

18. Is it thatched or slated?

19. (I.) In what state of repair? (II.) If Offices, in what repair?

20. What are its dimensions? —— Long, —— Broad, —— High.

21. From what Funds was it erected?

22. If Rent is paid, what is its amount?

23. Who pays it?

24. To whom paid?

25. Is the School-house secured by lease or otherwise for the purpose of Education?

26. Are the School-rooms wholly employed for the use of the Children; if not, for what other purposes are they used?

27. What is the number of rooms used as School-rooms?

28. State the length, breadth, and height of each by internal measurement. —— Long, —— Broad, —— High.

29. Are they sufficiently ventilated and warmed?

30. State the number of windows in each and their dimensions.

31. Do they admit of being opened, and how?

32. Are the Rooms ceiled and their walls plastered?

33. How are they floored?

34. Is there a suitable fire-place in each?

35. Is any portion of the House occupied by the Teacher as a residence, and if so, does any inconvenience arise therefrom?

36. If there are *any other* apartments than the room or rooms appropriated to *the School for which Aid is now asked*, state their uses.

37. State how many desks and forms are provided, with their dimensions, and how many Children they accommodate.

38. Is there a suitable desk with seat for Teacher?

39. Is there a properly shelved Book-press with door and lock and key?

40. Is there a black board? If so, give its dimensions.

41. Is there a Clock?

42. Are boards provided whereon to attach the Time-table, General Lesson, Commandments, &c.?

43. State the Christian and Surname of the present Teacher or Teachers, and their age.

44. Have they received instruction in the art of teaching in any, and what Model School?

45. What Testimonials did they produce of fitness for their office?—and have you examined such documents?

46. Have they been at any time previously employed as Teachers of a National School? If so, state the name and county of the *last* where so employed, the precise date of their leaving it, and their present *class* and *division*.

47. Say whether you have examined the Teachers, and state your opinion of them as to (I.) acquirements, (II.) character, and (III.) method of conducting school.

48. If Teachers have any other occupation, state its nature and emoluments.

49. What is the *annual amount of Local Funds* towards payment of the Teachers' salary and repairs of the School-house? How is its payment secured?

50. What are the rates of payment made by Scholars, and by whom regulated?

51. Total amount per Quarter of School fees.

52. Teacher's annual Income from *School.*

53. Are any, and what number of Children admitted gratuitously, and by whose authority?

54. If any Teacher die, or be removed, will the Patron or Committee take care that such change be reported immediately to the Commissioners?

55. Is it proposed to keep a Register in the School recording the daily attendance of the Children, and the average attendance in each week and each quarter?

56. Will the inscription "NATIONAL SCHOOL," be put up conspicuously on the School-house?

57. Will the General Lesson be hung up in the School-room and its principles inculcated; or if not, will any other, and what, be substituted in its stead?

58. Will the Commissioners, by themselves or their Officers, be allowed to visit and examine this School whenever they think fit?

59. Will the School be *bona fide* open for Children of all religious denominations?

60. Will access be given to the public of all denominations to visit the School, with liberty to inspect the Registry, witness the mode of Teaching, and see that the Regulations of the School are faithfully observed, though not to interfere with the management, or to interrupt the business of the School?

61. State the Titles of all such Books as are intended to be used.

62. If those published and issued by the Board, state which of them.

63. What arrangements as to the *times,* &c., have been made, or are *proposed* to be made, for the Religious instruction of the Children, *either in the School-house or elsewhere?* Be careful to give the precise times for such instruction.

64. Are they such as not to interfere with or impede the secular business of the School?

65. Are they satisfactory to the Parents of the Children?

66. Will they be notified as required by the Board?

67. (I.) Will the tablet containing the inscribed notification, "Religious Instruction" be used as required by the Rules of the Board? and (II.) the "Notice to Parents" issued when occasion shall arise?

68. State any thing you can ascertain respecting that portion of the Population of the neighbourhood whose Children are likely to attend a National School.

69. Has a record of the pupils' daily attendance been kept? and if so, from what date?

70. How many Children were present at the time of inspection? —— Males, —— Females, —— Total.

71. How many on the books for the last Six Months? —— Males —— Females, —— Total.

72. What was the average daily attendance for the last Six Months? —— Males, —— Females, —— Total.

73. Is any increase expected, and to what extent? —— Males, —— Females, —— Total.

APPENDIX A.

IV. Official Forms.

74. Is the School under the direction of a Committee, and by whom chosen?

75. How many days in each week, and how many hours in each day, are employed in instructing the Children in the ordinary branches of Secular Education? State particularly at what hour the School commences, and when it closes.

76. Has this application been got up by the Teacher or his friends, or for his benefit exclusively?

77. Have you communicated (and if so, say whether orally or by writing) with the Clergymen of the different denominations in the neighbourhood, with respect to this application, and have they made any, and what objection thereto?

78. If this School be taken into connexion, what security is there that adequate local aid, in addition to what the Commissioners contribute, will be provided for its permanent support?

79. State distinctly the wants or defects, if any, noticed in this case as to—(I.) Site and premises. (II.) House or building. (III.) School room. (IV.) School furniture and apparatus. (V.) Teacher. (VI.) Management.

80. Have you had an interview with the Patron or Correspondent of the School? and if not, state why. State the religious denomination to which he belongs.

81. If the proposed Manager be a Layman, state his Profession, Business, or Occupation.

82. With what other individuals in the neighbourhood have you communicated personally on the subject, and what has been the result of your interview?

83. State any other circumstances connected with this application you may consider material for the information of the Commissioners, and the grounds upon which you recommend it to be entertained.

84. If not prepared to recommend its being now accepted, state why, and mention the conditions, if any, on which, if complied with, you would recommend its being accepted.

85. If reported on before and rejected, state the improvements made and the defects remedied since last application.

86. State the date of your visit.

——— District Inspector of National Schools.

NOTE.—The Inspector should state whether the pupils attending at this School have been withdrawn from any of the neighbouring National Schools within three miles; and if so, what effect the establishment of the present applicant School will have on such National Schools as regards their average attendance.

NOTE.—In answering Queries 8 and 10, Inspector is to include *all* Schools of the kind referred to, whether in his own or conterminous Districts.

NOTE.—In replying to Query 79, the Inspector is to divide his answer into distinct paragraphs, with numerical references to the respective topics prefixed.

No. 3. FORM OF DISTRICT INSPECTOR'S REPORT upon application for Salary to Assistant Teachers in ——— National School.

Parish of —— County of ——
Patron or Correspondent —— Religious Denomination ——
Post Town ——

1. How many apartments are there in this house used as School-rooms?

2. What are the internal dimensions of each?

3. State the number and names of Teachers employed in each room, and their class.

4. State the Names of Monitors, or Assistants, if any.

5. State the names of the other Teachers in the School-room in which the Assistant is employed.

6. State the Christian and Surname of the Assistant Teacher or Teachers on whose behalf the application is made.

7. Age.

8. If ever before employed in a National School, state the name and county of the *last* National School where they were employed, the date of their leaving it, and their present Class and Division.

9. State the date of his or her appointment to this School.

10. What testimonials of fitness for their office can they produce?

11. Is the Assistant employed every day in teaching, and during the ordinary School hours.

12. State your opinion of the Teacher for whom salary is sought, as to competency.

13. As to character.

14. What are the internal dimensions of the School-room in which the Assistant is employed?

15. How many Children are at present on the Roll?—Males, ——, Females, ——, Total, ——.

16. What has been the average daily attendance for the last six months?—Males, ——, Females, ——, Total, ——.

17. What number of Children present on the day of your visit?—Males, ——, Females, ——, Total, ——.

18. Note any circumstances connected with this application you may consider material for the information of the Commissioners, and state fully the grounds upon which you recommend this application to be granted or rejected.

19. Date of visit.

——— District Inspector of National Schools.

N.B.—This Report being special, is not to *supersede* the ordinary Report upon the School, which you are requested to make on the usual form; but if you find it convenient, and in case the School has not been inspected during the Term, both Reports may be transmitted at the same time.

No. 4. FORM OF DISTRICT INSPECTOR'S REPORT upon application for Salary to a Workmistress in the ——— National School.

Parish of —— County of ——
Patron or Correspondent —— Religious Denomination ——
Post Town ——

1. State the Christian and Surname of the Teacher on whose behalf the application is made.

2. Age.

3. State the date of her commencing to teach in this School.

4. Is she employed exclusively in teaching Needlework.

5. State your opinion of the Teacher for whom salary is sought, as to competency.

6. As to character.

7. Specify the different kinds of Needlework she is competent to teach.

8. State the names of the other Teachers in this School, and their Class.

9. State the Names of Monitors or Assistants, if any.

10. Upon what days of the week, and for how many hours each day, does Workmistress attend?

11. How many School-rooms are there?

12. In what room is Workmistress to teach?

13. What are the internal dimensions of such room?

14. How many Children are at present on the Rolls of School?—Males, ——, Females, ——, Total, ——.

15. What has been the average daily attendance for the last six months?—Males, ——, Females, ——, Total, ——.

16. What number of Female Children were learning Needlework on the day of your visit?

17. What number of Females on Rolls of School are learning Needlework?

18. What is the number of Females in daily average attendance learning Needlework?

19. Has a convenient Work Table been provided?

20. Has a Press for holding Work been also provided?

21. Note any other circumstances connected with this application you may consider material for the information of the Commissioners, and state fully the ground upon which you recommend this application to be granted or rejected.

22. State the date of your visit.

——— District Inspector of National Schools.

N.B.—This Report being special, is not to *supersede* the ordinary Report upon the School, which you are requested to make on the usual form; but if you find it convenient, and in case the School has not been inspected during the Term, both Reports may be transmitted at the same time.

No. 5. FORM OF DISTRICT INSPECTOR'S REPORT upon application for an Additional Salary to the Teacher, and for Supply of Books, &c., FOR EVENING SCHOOL.

—— Evening School, County of —— Patron or Correspondent ——
Religious Denomination —— Post Town ——

1. Visited on the
2. When was the Evening School established?
3. During what portions of the year is it in operation?
4. Is it conducted in the National School-room?
5. If not, where is it held? Is the locality convenient? Is the Room suitable?
Is it adequately supplied with proper School furniture?
6. Is the Evening School attended by Males and Females?
7. Number present at the time of inspection?—Males, ——, Females, ——, Total, ——.
8. Average attendance each evening for the last three months?—Males, ——, Females, —— Total, ——.
9. Number on the books for the last three months?—Males, ——, Females, ——, Total, ——.
10. Of this number on the books, how many are pupils of the National day School?—Males, ———, Females, ———, Total, ———. State their average age.—Males, ——, Females, ——.
11. Of the number on the books, how many are adults?—Males, ——, Females, ——, Total, ——. State their average age.—Males, ——, Females, ——.
12. Are they employed in various daily occupations in the neighbourhood? State the nature of these occupations.

13. What are the weekly rates of payment?
14. State the average amount received, per week, for the last three months.
15. State the amount of local contributions, if any, towards the support of the Evening School.
16. Upon what days of the week is the Evening School held?
17. What are the hours of attendance?
18. What branches are taught?
19. Is the instruction given exclusively secular? If not, state the nature of the other instruction, and the arrangements for communicating it.
20. State the titles of the books used in the Evening School.
21. State the name and age of the Teacher.
22. State your opinion as to his literary acquirements.
23. As to his character.
24. As to his method of conducting the School.
25. Will he be able to conduct this Evening School in a creditable and satisfactory manner?
26. Is he Master of the National Day School?
27. If so, will his attendance at the Evening School interfere in any way with his duties, or impair his efficiency as Teacher of the Day School?
28. Has this application been got up by the Teacher or his friends, or for his benefit exclusively?
29. Has the application for assistance been made with the concurrence of the recognised Manager of the School, and will he promise to visit it occasionally, to see how it is conducted?
30. State any other circumstance connected with this application you may consider material for the information of the Commissioners, and the grounds upon which you recommend it to be entertained or otherwise.

——— District Inspector.

No. 6. FORM OF REPORT upon Application for Salary to the Teacher as Agriculturist in ——— National School.

County of —— Patron or Correspondent ——
Post Town ——

1. Visited on the
2. Teacher's name.
3. Is he competent to give instruction in Agriculture, Theory and Practice?
4. Does he lecture the Pupils on the Theory of Agriculture in the School-room?
5. State the time so occupied.
6. Are the pupils instructed on the Farm, in the Practice of Agriculture, each day?
7. State the time so occupied.
8. What is the extent of the Farm?
9. Describe the situation of the Farm as regards the School-house.
10. Are there any Farm Offices?
11. Describe the quality of the Land, and how cropped.
12. What number of pupils receive Agricultural Instruction daily?
13. What books are used in giving Agricultural Instruction?
14. Has the Teacher any and what Stock on the Farm?
15. Do you consider that a grant should be made in this case? if so, state the grounds on which you make the recommendation.

——— Agricultural Inspector.

APPENDIX A. IV. Official Forms.

No. 7. QUERIES to be answered on Application to the COMMISSIONERS of EDUCATION for aid towards the Salary of the Teacher or Teachers of (a vested) NATIONAL SCHOOL.

In the Parish of —— County of ——

1. State the Christian and Surname of the Teacher or Teachers on whose behalf you now apply. State also the age of each.
2. Have they been educated at any, and what Model School?
3. Did they ever conduct a National School? and if so, state the name of it, during what period, and date of leaving it.
4. What testimonials can they produce of fitness for their office?
5. When did this School open for business under his or their superintendence?
6. What is the *annual amount of Local Funds* towards payment of their salary?
7. Do the Scholars pay any thing, and what?
8. How many School-rooms are there?
9. What are the dimensions of each in the clear?
10. How many children have been present on an average each week, since the opening of the School? —— Males, —— Females.
11. Do you expect any increase, and to what extent?

——— Manager or Correspondent.

——— day of ———

——— Post-town.

MAURICE CROSS, JAMES KELLY, } Secretaries.

No. 8. QUERIES to be answered on Application to the COMMISSIONERS of EDUCATION for aid towards the Salary of an Assistant Teacher in ——— NATIONAL SCHOOL.

In the Parish of —— County of ——

1. How many apartments are there in this house used as School-rooms?
2. What are the internal dimensions of each?
3. State the Number and Names of Teachers employed in each School-room?
4. State the Christian and Surname of the Assistant Teacher or Teachers on whose behalf you now apply.
5. State also the age of each.
6. Did they ever conduct a National or any other School?
7. If so, state the name of such National School and during what period.
8. State the date of appointment to the School in which they are now employed.
9. What testimonials of fitness for their office can they produce?
10. What are the internal dimensions of the School-room in which the Assistant is employed?
11. How many Children are at present on the roll? —— Males, —— Females.
12. What has been the average of the daily attendance for the last six months? —— Males, —— Females.

13. State the names of the other Teachers in the School-room in which the Assistant is employed? —— Males, —— Females.

14. Is the Assistant employed in teaching every day, and during the whole of the ordinary School-hours?

——— Manager or Correspondent.

——— day of ———

——— Post-town.

MAURICE CROSS, JAMES KELLY, } Secretaries.

No. 9. QUERIES to be answered on Application to the COMMISSIONERS of EDUCATION for Aid towards the Salary of a Work-mistress in ——— NATIONAL SCHOOL.

In the Parish of —— County of ——

1. State the Christian and Surname of the Teacher on whose behalf you now apply.
2. State also her age.
3. What testimonials can she produce of fitness for her office as Workmistress?
4. Is she to be employed exclusively in Teaching Needle-work?
5. When did she commence giving instruction in Needle-work in this School?
6. Specify the different kinds of Needle-work, &c., which it is proposed she shall teach.
7. Upon what days of the week, and for how many hours each day, does she give such instruction?
8. Is instruction in Needle-work to be given in the ordinary School-room, or in a separate apartment?
9. If in the School-room, what are the dimensions of it in the clear?
10. Is there any other Female Teacher in this School, and how is she employed?
11. What is the average daily attendance of Children for the past six months? —— Males, —— Females.
12. What number of Female Children are receiving instruction in Needle-work?
13. Has a convenient Work-table been provided?
14. Has a Press for holding work been also provided?

——— Manager or Correspondent.

——— day of ———

——— Post-town.

MAURICE CROSS, JAMES KELLY, } Secretaries.

APPENDIX A. IV. Official Forms.

No. 10. QUERIES to be answered on Application to the COMMISSIONERS of EDUCATION for an additional Salary to the Teacher, and for supply of Books, &c., for ——— Evening School.

County of ——

1. Is this School held in the same room in which the Daily National School is conducted?
2. What number of Pupils was in actual attendance at the date of this application?
3. What has been the average attendance each evening for the last three months?
4. How many of the Pupils attend the Day School?
5. Are any of them Adults, and what is the average age?
6. Are they employed in various daily occupations in the immediate neighbourhood?
7. What branches are taught?
8. On what evenings of the week is School opened for business?
9. What are the hours of attendance each evening?
10. What are the Weekly Payments of Pupils, and the average amount received per week?
11. Do Females, as well as Males attend, and how many Females (if any)?
12. When was School (Evening) established?
13. What is the name of the Teacher?
14. Is he Master of the Day School?

——— Manager.

——— Post-town.

By Order of the Commissioners,

MAURICE CROSS, JAMES KELLY, } Secretaries.

Education Office.

No. 11. QUERIES to be answered on Application to the COMMISSIONERS of EDUCATION for aid towards Payment of Salary for Industrial Teacher in ——— School.

County of —— In the Barony of ——
Parish —— Townland ——

1. Is the Industrial Department carried on in the room where the Children are assembled for Literary Instruction; or, in a separate apartment?
2. If in the latter, what are its dimensions?
3. Is the Industrial Department conducted by the Literary Teacher?
4. State the name and age of the Industrial Teacher.
5. Has she been instructed in any Industrial Training School?
6. If so, state the name of it.
7. What description of Needlework or other Industrial occupation is carried on in the School.
8. From what source is the work procured and how disposed of?
9. If for benefit of Children, what do they receive per week?
10. State the precise time devoted each day to Literary Instruction.
11. State the precise time devoted each day to Industrial Instruction.

12. When did the Industrial Department commence operation?
13. What is the average attendance of pupils in the Industrial Department?
14. What is the number present at the date of this application?
15. Are there any, and how many adults attending the Industrial Class?
16. Have all those adults been educated at any National Schools?
17. Are they able to Read, Write, and Cipher?

MAURICE CROSS, } Secretaries.
JAMES KELLY, }

——— Manager.
——— Date.
——— Post-town.

No. 12. QUERIES to be answered on Application to the COMMISSIONERS of EDUCATION for a Grant of Additional Salary for the Teacher of ——— Ordinary Agricultural National School,

County of ——
In the Barony of ——
In the Parish of ——
In the Townland of ——
Post-town of School, ——

1. Name of Teacher,
2. Is he Teacher of the Literary School?
3. Of how many acres does the Farm consist?
4. The Rent per acre?
5. By whom paid?
6. Is the Farm in the immediate vicinity of the School-house?—if not, state its distance from it.
7. State the time during which the pupils receive Agricultural Instruction on the Farm and in School each day.
8. Average number of Pupils so employed.
9. Are there any Farm Buildings on the Premises?

——— Manager's Signature,
——— Date.

Education Office.

MAURICE CROSS, } Secretaries.
JAMES KELLY, }

No. 13. FORM of Application to the COMMISSIONERS of EDUCATION for Supply of Books, &c., for the School of the ——— Poor Law Union.

County of ——
Situated in the Townland of ——
" Parish of ——
" Barony of ——,
Name of nearest Post Town, ——
Number of School Rooms, ——
Dimensions of each Room, ——
Number of Children on the School Roll, —— Males, —— Females, ——
Name of Correspondent, ——
Post Town, ——

The usual Grant of Books and School Requisites is requested for the use of the above School, which is to be subject to the Inspection of the Commissioners of Education, or their Officers.

Signed by the Authority of the Board of Guardians,
——— Chairman.

No. 14. INSTRUCTIONS for making Application for Aid towards Building National School-houses.

Education Office.

SIR,—We have to acknowledge the receipt of your Letter requesting Aid towards the building of a National School.

For the sake of uniformity, and to facilitate official reference, we enclose two blank Forms, upon which we are to request you will make your application, forwarding to us *duplicate* copies of it.

We are to observe, that the following are the principal heads of information which it is necessary all applications should contain :

1. The Name by which the proposed School is to be designated.—2. The situation of the proposed site, as to County, Parish, Townland, and Barony.—3. Name and profession of the person making a Lease of the site, under what title he makes the Lease.—4. The length of Tenure.—5. The Rent (if any).—6. The expected attendance of Children, Male and Female—Whether one or two School-rooms will be required.—7. Name and address of Correspondent.

All applications must be signed by the parties making them; and it is particularly requested that their religious denominations (distinguishing the Clergy from the Laity) may be stated.

In supplying the foregoing "heads of information," the Commissioners do not mean to prescribe any *form of application* from which you are not to deviate—they propose them merely for your assistance, and to facilitate the Inspector of the District in making the necessary inquiries.

As soon as you forward to us your application, *in duplicate*, upon the blank sheets herewith sent, we shall direct the Inspector of the District to appoint a convenient time to wait upon you for the purpose of inquiring into all the circumstances of the case, and procuring such further information as the Commissioners may require; upon the receipt of his report, the application will be considered in the order of its date.

We beg to state, for your further information, that where the Commissioners make a grant for the erection of a School-house, they will require the premises to be vested in them in their Corporate capacity, for the purpose of National Education, before the works are commenced; and no grant will be made unless a satisfactory Lease for sixty years, or longer, can be given, or for at least three lives, or thirty-one years.

The site for a single School should be 100 feet in front and 80 feet from front to rear; and, for a double School, 100 feet square; it should be in a healthy situation, on a public road, having a dry level surface, with a good foundation at a moderate depth, and convenient to pure water.

Although the Commissioners do not absolutely refuse aid towards the erection of School-houses on ground connected with a place of Worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore expect that, before Church, Chapel, or Meeting-house ground be adopted as the site of a School-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

The cost of the house, including furniture and privies, is determined by the number of Children which it is intended to accommodate, according to the following scale :—

SCALE OF GRANTS FOR BUILDING SCHOOL-HOUSES.

No. of Plan.	No. of Children.	Amount of Grant.	Required Expenditure.	Description of School.
		£ s. d.	£ s. d.	
1	60	72 0 0	108 0 0	Single or Mixed School.
2	75	90 0 0	135 0 0	Do. do.
3	100	120 0 0	180 0 0	Do. do.
4	120	140 0 0	210 0 0	Do. do.
5	150	180 0 0	270 0 0	Male and Female Schools.
6	200	240 0 0	360 0 0	Do. do.

If the site requires to be enclosed, the Commissioners will grant two-thirds of the cost of a suitable boundary wall and iron gate.

Where a Grant is made for building a School-house, the applicants are bound to a strict observance of the Rules of the Board, a copy of which is transmitted herewith.

We are also to acquaint you, that the Commissioners, being desirous of complying with the increasing claims made upon them for assistance, will have no objection to entertain applications for *Salary and Books*, wherever *temporary* Schools can be established, until the new Building, should a Grant be made for the purpose, can be opened for the reception of the Pupils.

Should you consider it desirable to avail yourself of such assistance, you are requested to intimate it to us without loss of time, in order that the necessary forms of application may be forwarded to you.

The conditions upon which Salary and Books will be awarded are these:—That the School-house be in good repair; that it be provided with suitable Furniture; that a competent Teacher or Teachers be appointed, and the School in operation attended by a sufficient number of Children.

You are requested to observe that the Commissioners are prevented by the rules laid down for their guidance, from allocating any portion of the Parliamentary Grant towards the *repairs* of any School-houses, except those that are vested in themselves.

We are desired to state for your further information, that the rule of the Commissioners is to restrict their aid EXCLUSIVELY TO SALARY AND BOOKS, except to Schools towards the erection of which they may consider it proper to contribute, and which, as already stated, must be vested in them for the purposes of National Education.

We are, Sir,

Your obedient Servants,

MAURICE CROSS,
JAMES KELLY, } Secretaries.

Appendix A. IV. Official Forms.

No. 15. Instructions for making Application for Salary and Books.

Education Office.

Sir,—We have to acknowledge the receipt of your Letter requesting Aid towards the establishment of a National School.

For the sake of uniformity, and to facilitate official reference, we enclose two blank Forms, upon which we are to request you will make your application, forwarding to us *duplicate* copies of it.

We are to observe, that the following are the principal heads of information which it is desirable all applications should contain :

1. The Name of the School.—2. The situation as to County, Parish, Townland, and Barony.—3. Name of the nearest Post Town, and in which direction.—4. Description and condition of the House.—5. Number of School-rooms and dimensions of each.—6. Condition, description, and quantity of Furniture.—7. Names and Ages of Teacher or Teachers.—8. Average daily attendance of Children, Males and Females.—9. The School hours.—10. Arrangement, and time for Religious Instruction.—11. The Books used, (if those of the National Board, which of them.)—12. Arrangement for admission of Visitors.—13. The Management of the School; if under an individual, his name and address; if under a Committee, by whom elected.—14. Name and address of Correspondent. *All applications must be signed by the parties making them; and it is particularly requested that their religious denomination (distinguishing the Clergy from the laity) may be stated.*

In supplying the foregoing "heads of information," the Commissioners do not mean to prescribe any form of application from which you are not to deviate—they propose them merely for your assistance; and you will please to bear in mind, that it is most desirable the rules by which the School is governed should be distinctly set forth, in order that the Commissioners may be enabled to come to a just decision upon the merits of your application.

In order that you may be fully aware what extent of aid the Commissioners can give, we are to inform you, that, in consequence of the increased demands upon their funds for payment of Teachers' salaries, the Commissioners have been compelled to limit their grants to *Salaries and Books*, except where they may see fit to grant aid for the building of School-houses, in which case the Premises must be vested in them in their Corporate capacity.

The Commissioners do not make grants for the repairs of School-houses, and their grants for Furniture are confined exclusively to *vested* Schools ; your application, therefore, will not be favourably entertained unless the *School-house be in good repair, and provided with a sufficient quantity of suitable Furniture ; a competent Teacher or Teachers must be appointed, and the School be in operation, before the application can be considered.* You must also be prepared to show from a record kept in the School what has been the average attendance of Scholars.

Should your application be granted, the Salary will be rated according to the annexed statement of the regulations adopted by the Commissioners for the classification and remuneration of Teachers.

A supply of National School Books, proportioned to the number of Children in attendance, will be granted. The Funds of the Commissioners will not enable them to give a Free Stock sufficiently large for the entire wants of the School. It will consist chiefly of Books and Lessons suited to the junior classes, viz. :—Spelling and Reading Tablets, First, Second, and Third Books, Grammars, Arithmetics, Copy Lines, and Arithmetical Tablets, also a Register and Report Book.

The more advanced Lesson Books, Maps, Slates, Pencils, and Stationery, *which you are expected to purchase*, can only be granted on payment of the reduced prices.

You will also observe, that the Aid will not be *continued* unless you keep the School-house and Furniture in a proper state of repair, the Commissioners being prevented, by the rules laid down for their guidance, from allocating any portion of the Parliamentary Grant towards the *repairs* of any School-houses except those that are vested in themselves.

As soon as you forward your application to us, *in duplicate*, upon the blank sheets herewith sent, we shall direct the District Inspector to appoint a convenient time to wait upon you for the purpose of inquiring into all the circumstances of the case, and procuring such further information as the Commissioners may require.

In conclusion, we are to inform you, that it is the rule of the Commissioners to consider each application in the order of the date at which it is received in this Office.

We are, Sir,

Your obedient Servants,

MAURICE CROSS,
JAMES KELLY, } Secretaries.

SCALE OF SALARIES TO TEACHERS OF NATIONAL SCHOOLS.

		Males.	Females.
First Class,	1st Division,	£46	£36
	2nd Do.	38	30
	3rd Do.	32	24
Second Class,	1st Division,	26	22
	2nd Do.	24	20
Third Class,	1st Division,	20	17
	2nd Do.	17	15
Probationary Teachers,		14	12
Assistant Teachers, if qualified as Probationers only,		14	12
Assistants, if qualified for any division of a class,		17	15
Mistress to teach Needlework,		–	8

II. FORMS OF HEAD, DISTRICT, AND AGRICULTURAL INSPECTORS' REPORTS ON NATIONAL SCHOOLS.

No. 1. FORM of HEAD INSPECTOR'S REPORT upon ——— National School.

Vested or non-vested? —— Vested, how? ——
Correspondent, —— Post Town, ——
Barony of —— County of ——

Visited on the ——day of ———; Examined from ——till ——o'clock.

	For year ended ———		At time of Inspection.	
	Average No. on Books.	Average daily attendance.	On Rolls.	Present.
Males,				
Females,				
Totals,				

APPENDIX A.

IV. Official Forms.

Of those *present*, were

Average Age.	Under 7 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	Above 15 years.
Males, .											
Females,											
Totals,	( )			( )		( )					

OF THE NUMBERS PRESENT THERE WERE ENGAGED—

	M.	F.		M.	F.
Reading. Book No. 1, . .			Of these there were: Able to read Second Book correctly,		
„ No. 2, . .					
Sequel, . .			Able to read the higher Books with ease and intelligence,		
Book No. 3, . .					
„ No. 4, . .					
„ No. 5, . .					
Scripture Lessons, . .					
Sacred Poetry, . .					
Learning Grammar. Parts of Speech *only* .			Of these there were: Acquainted with Parts of Speech *only*,		
Parsing and Syntax, .			Able to Parse,		
Derivations, . . .			Acquainted with the Prefixes and Affixes,		
Composition, . .			Acquainted with English Etymologies,		
			Acquainted with Greek and Latin Roots,		
Learning Geography. Lessons on Maps *only*,			Of these there were acquainted with: Map of the World *only*.		
From Text Books. Local, . .			Maps of Europe and of Ireland,		
Mathematical and Physical, .			General Course,		
Learning. Arithmetical Tables *only*,			Of these there were: Able to set down accurately any number not above seven places of figures,		
Simple Rules, . .			Able to work correctly and readily a sum in Subtraction,		
Compound do., . .			Able to work correctly a sum in Division of Money,		
Proportion, Practice, Interest, &c., . .			Able to state and solve with readiness and correctness questions in Proportion or Practice,		
Mental Arithmetic, .					

		M.	F.			M.	F.
Writing.	On Slates *only*,			Of these there were	Able to write fairly,		
	On Paper,				Able to write a good hand with ease and freedom,		
	From Dictation,				Able to write a sentence with tolerable accuracy,		
					Able to write with ease and correctness,		
Extra Branches.	British Poets,			Branches for Females.	Sewing,		
	Mensuration,				Knitting,		
	Geometry,				Netting,		
	Algebra,				Embroidery,		
	Book-keeping,				Straw Platting,		
	Trigonometry,				Cutting out,		
	Reasoning,						
	Agriculture,						
	Navigation,						
	Music,						
	Drawing,						

A.—Description of School-house and Premises.

1. Materials, &c., and state of Repair.
2. No. of Stories and of Rooms.
3. No. and size of School-rooms.
4. Amount of school accommodation.
5. Light and Ventilation.
6. Privies.
7. Play Ground.
8. General fitness of Premises.

B.—Furniture, &c.

1. Is the School-room adequately furnished?
2. Is the Furniture in good repair?
3. Is it judiciously arranged?
4. Is there sufficient space for the drafts?
5. Is there an adequate supply of boards for the Reading and Arithmetical Tables?
6. Is there a large Black Board?
7. What large Maps are in the School?
8. Is there a Globe?
9. What other Apparatus?

C.—Organization and Discipline.

1. Is the daily routine of business as set forth on Time Table judicious?
2. Is it adhered to?
3. Are the pupils rightly classed?
4. What classes are taught directly by the Teacher?
5. Which by Monitors?
6. Are the Monitors fit for the duties entrusted to them?
7. To what extent is collective or simultaneous instruction carried on?
8. Is any of the instruction individual?
9. Are the School Accounts kept according to the prescribed forms?
10. Are they accurate and neat?
11. What Books are used in the School?
12. Is there an adequate supply of books and of other requisites?
13. State of School and of children as regards order and cleanliness?
14. Discipline of School?

15. What rewards?
16. What punishments?
17. General tone and aspect of School?
18. Average time pupils attend School?
19. Average age at which they begin their attendance?
20. Average age at which they finally leave School?
21. What arrangements for visitation of School by local parties?

D.—TEACHER.

1. Name, age, and date of *first* appointment under the Board.
2. Date of training, present class, and when appointed to *this* School.
3. Manner.
4. Tone of voice.
5. Skill in keeping a class attentive.
6. Method of Teaching.
7. Is it intelligent or mechanical?
8. Method of Examining.
9. Is the examination judicious and animated?
10. Does the aim seem to be to educate or merely to instruct?
11. General fitness.

NOTE.—If a change of Teachers have taken place since last inspection of School by District or other Inspector, and should new Teacher have ever before taught in a National School, it is requested that the name and County of the last School wherein he taught be given, and the precise date of leaving it.

E.—INCOME, &C.

1. Aid from the Board.
2. Yearly amount of Fees paid to School Fund.
3. Amount of aid from other sources.
4. Teacher's yearly income.
5. Has he a free house or any thing else in aid of Salary?
6. Has he any, and what, other sources of income besides those connected with the School?
7. Does he pay any rent for School-room? Amount of same?
8. Rates of payment, and number of Children on the Rolls who pay each rate.

F.—PROFICIENCY OF THE SEVERAL CLASSES, AND AMOUNT OF INSTRUCTION IMPARTED IN THE VARIOUS BRANCHES, AS ASCERTAINED BY EXAMINATION.

G.—OBSERVANCE OF RULES AND REGULATIONS OF COMMISSIONERS.

1. Inscription.
2. Arrangements for Religious Instruction.
3. Use of Books of Religious Instruction.
4. Use of School Rooms.
5. General Lesson.

H.—INSPECTION BY DISTRICT INSPECTOR.

1. Do the suggestions left by him seem pertinent to state of School?
2. Do you think they have been attended to?
3. Give the dates of the several visits made by him, with the times occupied in Inspection.

I.—DEFECTS.

K.—GENERAL OBSERVATIONS.

L.—MENTION THE POINTS ON WHICH YOU THINK IT NECESSARY THAT AN OFFICIAL COMMUNICATION SHOULD BE MADE TO THE MANAGER OR CORRESPONDENT.

——— *Head Inspector.*

No. 2. FORM of (DISTRICT INSPECTOR'S) PRIMARY REPORT upon ——— National School.

Vested or Non-vested? —— If vested, how? ——
Distance from Inspector's Residence —— on Road from —— to ——
Parish of (give authorized name) ——, County of ——

Post-town of School, ——
Distance from do., ——
Townland, ——
Barony, ——
Correspondent, ——

Religious denomination of Correspondent, ——
Post-town of ditto, ——
Inspected on, ——
Examined from — until — o'clock.
Date of last Report, ——

If any change of Correspondent, explain here the cause, and say by what authority.

	Present at the time of Inspection.	Average Number on the Books for the last Twelve Months.	Average Attendance for the last Twelve Months.
SCHOLARS. Males			
Females			
Total			

Those present were learning the following:—

Subjects.	M.	F.
Lesson Books. Book I.,		
,, II.,		
Sequel,		
Book III.,		
,, IV.,		
,, V.,		
Scripture Lessons,		
Sacred Poetry,		
Grammar. Parts of Speech *only*,		
Parsing and Syntax,		
Derivations,		
Composition,		

Subjects.	M.	F.
Geography. Lessons on Maps *only*,		
From Text Books. Local,		
Mathematical and Physical,		
Arithmetic. Tables *only*,		
Simple Rules,		
Compound do.,		
Proportion,		
Practice, Interest, &c.,		
Mental,		

Subjects.	M.	F.
Writing. On Slates *only*,		
,, Paper,		
from Dictation,		
Branches for Females. Sewing,		
Knitting,		
Netting,		
Embroidery,		
Straw Platting,		
Cutting out,		

Subjects.	M.	F.
Extra Branches. British Poets,		
Mensuration,		
Geometry,		
Algebra,		
Book-keeping		
Trigonometry		
Reasoning,		
Agriculture,		
Navigation,		
Music,		
Drawing,		

1. Ages of the children present:—

	Average Age.	Under 7 years.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	Above 15 yrs.
Males,												
Females,												
Totals,												

APPENDIX A.

IV. Official Forms.

2. State in annexed Table the results of your examination :

	M.	F.	Total.	Except in case of Arithmetic, the numbers set down under the different heads of proficiency in each subject, should be *exclusive* one of the other.	M.	F.	Total.
No. of Pupils examined in Reading Lessons,				Of the Pupils examined there were able to read II. Book correctly,			
Grammar,				,, to read III. and higher Books with ease and intelligence,			
Geography,				Acquainted with the Parts of Speech *only*,			
Writing from Dictation,				Able to Parse Syntactically,			
Simple Rules,				Acquainted with the outlines and general features of the Map of the World *only*,			
Compound Rules,				Acquainted with Maps of Europe and Ireland,			
Proportion and above,				Acquainted with General Course of Geography,			
Writing on paper.				Able to write a sentence with tolerable accuracy,			
				Able to write a sentence with ease and correctness,			
				Able to set down accurately a Sum of seven places of figures,			
				Able to work correctly a Sum in Subtraction,			
				Able to work correctly a Sum in Division of Money,			
				Able to work correctly a Sum in Proportion or Practice,			
				Able to Write on paper fairly,			
				Able to write a good hand with ease and freedom,			

3. Which classes did you examine?

4. If not all, state why.

5. In what branches, if any, did you observe, either in the amount or quality of the instruction given, any defect deserving of notice? *If none, say so.*

6. Is Vocal Music taught; upon what system; for what time; and has the Teacher a Certificate of competency?

7. If Agriculture is taught, what time is devoted to it? (I.) By whom taught? (II.) Number in class? (III.) Course of Instruction?

8. If Needlework is taught, state the time devoted to it, and with what success.

(9.) Days for General or combined ordinary Instruction.	The number of Hours each Day given *exclusively* to such combined instruction.
	From o'clock to o'clock in Summer. Do. do. do. in Winter.

I.) Specify the course of religious instruction given to the Children, and (II.) state *precisely* the arrangements, *as to time, &c.*, for giving such, and (III.) whether of a nature to interfere with, or impede the secular business of the School.	Are these arrangements (I.) satisfactory to the Parents of the Children, and (II.) publicly notified on the Time Table?

10. Is the inscription "NATIONAL SCHOOL," conspicuously on the outside of the School-house?

11. Is the General Lesson suitably hung up within? If not, is there any other, and what?

12. Is it read by the Pupils, and if so, on what days, and at what hour?

13. Is there a copy of the Commissioners' Rules suitably hung up in the School Room?

14. Is there a copy of the Practical Rules for Teachers hung up?

15. Is there a copy of the "Time Table" hung up suitably in a conspicuous place in the School Room?

16. If not, is there any other, and what?

17. Are the Arrangements therein notified suitable, definite, and strictly adhered to? or if not, wherein defective or neglected.

18. Is there a copy of the Tablet with the words "Religious Instruction," and is it used according to the Rules?

19. State the vacations and length of each.

20. If any other Books used in the School for *combined instruction* than those issued or sanctioned by the Board, state their name and nature.

21. Are Religious Exercises and the use of Books of Religious Instruction restricted to the hours set apart for those purposes?

22. Is the School *bona fide* open for children of all religious denominations?

23. TEACHERS, ASSISTANTS, &c.

	Name.	Age.	Religion.	When first appointed		If trained, when?	Class and Division.	Annual Income of Teacher, Assistants, &c.			
				to *this* School.	under the Board.			Board's Grant.	Local Contributions.	School Fees.	Total Income.
Male.											
Principal,											
Assistant,											
Monitor,											
Female.											
Principal,											
Assistant,											
Monitor,											

24. Have Teachers a free house or piece of land in aid of salary? If so, state its nature and annual value.

25. Have Teachers any other sources of income besides those connected with the School? If so, state their nature and annual value.

26. State your opinion of the Teachers as to (I.) acquirements, (II.) character, and (III.) method of conducting the School.

27. (I.) If a change of Teachers or Monitors, &c., have taken place since last Inspection or Report, give the name, and state the precise date of the resignation of the former and (II.) that also of the appointment of the present.

28. If the new Teacher ever before taught in a National School, give the name of the *last* School wherein he or she taught, County, and Date of leaving.

29. State the rates of payment, and the numbers entered on rolls at each rate respectively.

30. Are any, and what number of children admitted gratuitously?

31. By whose recommendation?

32. Has this School been in constant operation since last inspection? If not, state the exact times for which it was closed, and the reason of its being so.

33. Is the FREE STOCK of BOOKS in the School? When given?

34. What is present state of FREE STOCK?

35. When was last Sale Stock ordered? Its amount?

36. Is the School sufficiently supplied with Books and other requisites for sale to pupils?

37, 38. Are the accounts of the proficiency and attendance of the Scholars, the receipts of fees, &c., kept neatly and accurately, and according to the prescribed forms? If not, state the nature and extent of the inaccuracy or neglect.

39. (I.) Are all grants made by the Board duly entered in front of the Report Book, and (II.) the Invoices of Free and Sale Stocks properly preserved?

40. Are Rules VI. and VII. of the *Practical Rules for Teachers* observed.

41. From what funds was the building erected?

42. If any rent paid for it, state its amount. Who pays it, and to whom?

43. Describe the School-house, as to materials, number of rooms, stories, &c., and say if premises are enclosed, and how?

44. State of repair as to roof, walls, glazing, flooring, and fitting up.

45. (I.) How many School-rooms are there in this house? (II.) and how many occupied as such?

46. (I.) Are the windows sufficient in number, (II.) of suitable size and structure? (III.) and do they admit of being opened for ventilation?

47. Internal length, breadth, and height of each School-room as ascertained by your own measurement?

48. When last whitewashed?

49. A fire-place in each?

50. Are there Privies? In what state as to repair and cleanliness?

51. Are there separate entrances for the sexes?

52. If the School is on Church, Chapel, or Meeting-house ground, or connected with any house of Divine Worship, or Convent, or other Religious Establishment, give the name of such, and state in what way the School is connected.

53. Are there any defects in house or premises, requiring alteration or special attention?

54. If School-rooms not wholly employed for the use of the Children, state for what other purposes used.

55. If the Teachers' Apartments are attached to the School-room, does any inconvenience arise therefrom?

56. If there are any other Apartments, state their uses.

57. Is there a Clock?

58. A Book Press?

59. How many desks and forms are there?

60. Lengths?

61. Are they of suitable form and structure, and in proper repair?

62. Is there a suitable desk, with appropriate seat for Teachers?

63. A Large Black Board?

64. Name the Large Maps provided, and say in what state you found them?

65. (I.) Is there a supply of Reading and other Tablets? and (II.) are they properly suspended?

66. State the names of the National Schools within three miles, with their respective distances from this School?—

School, ———, Distance, ——; School, ———, Distance, ——.

67. State also the other Schools for the poor within similar limits?—

School, ———, Distance,——; School, ———, Distance, ——.

68. (I.) State if you have observed any violation of rules not mentioned in the foregoing part of this report; (II.) your opinion of the course of instruction given in the School, and of the proficiency attained by its pupils; and (III.) whether on the whole you think it stationary, retrograde, or progressing.

69. State the subject of your interview with the Manager or Correspondent, and result of such interview. If you did not see him, state why.

70. What suggestions or observations did you leave for the Teachers' attention on the subjects following, or others? As—(I.) Course of instruction. (II.) Mode of teaching. (III.) Discipline, order, &c. (IV.) Accounts. (V.) School-room and premises. (VI.) Supply of books and apparatus. (VII.) Industrial Training. (VIII.) Observance of former suggestions.

71. If any points calling for notice by the Board, specify them and describe their nature. *If none, say so.*

——— *District Inspector.*

NOTE.—In replying to Question 70, the Inspector is to divide his answer into paragraphs with numerical references to the topics to which, respectively, his suggestions or observations may relate.

No. 3. FORM of (DISTRICT INSPECTOR'S) SECONDARY REPORT upon ——— National School.

Vested or Non-Vested?——. If Vested, how?——
Distance from Inspector's Residence —— on Road from —— to ——
Parish of (give authorized name) ——, County of ——.

Post Town of School, ——
Distance from do., ——
Townland, ——
Barony, ——
Correspondent, ——

Religious Denomination of Correspondent, ——
Post Town of do., ——
Inspected on ——
Examined from——until——o'clock
Date of last Report, ——

If any change of Correspondent, explain here the cause, and say by what authority.

		Present at the time of Inspection.	Average Number on the Books for the last 12 Months.	Average Attendance for the last 12 Months.	Those present were learning the following:—	Subjects.	M.	F.
Scholars.	Males, .				Lesson Books.	Book I., . .		
						„ II., . .		
						Sequel, . . .		
						Book III., . .		
						„ IV., . .		
						„ V., . .		
	Females,					Scripture Lessons, .		
						Sacred Poetry, .		
					Grammar.	Parts of Speech *only*,		
						Parsing and Syntax,		
						Derivations, . .		
	Total, .					Composition, . .		

APPENDIX A.

IV. Official Forms.

Subjects.	M.	F.	Subjects.	M.	F.	Subjects.	M.	F.
Geography. — Lessons on Maps *only*,			Writing. — On Slates *only*,			Extra Branches. — British Poets,		
Geography. — From Text Books. — Local,			„ Paper,			Mensuration,		
Geography. — From Text Books. — Mathematical & Physical,			From Dictation,			Geometry,		
Arithmetic. — Tables *only*,			Branches for Females. — Sewing,			Algebra,		
Arithmetic. — Simple Rules,			Knitting,			Book-keeping		
Arithmetic. — Compound do.,			Netting,			Trigonometry		
Arithmetic. — Proportion,			Embroidery,			Reasoning,		
Arithmetic. — Practice, Interest, &c.			Straw Platting,			Agriculture,		
Arithmetic. — Mental,			Cutting out,			Navigation,		
						Music,		
						Drawing,		

1. Ages of the children present :—

	Average Age.	Under 7 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	Above 15 years.
Males,												
Females,												
Totals,												

2. State in annexed Table the results of your examination :

	M.	F.	Total	Except in case of Arithmetic, the numbers set down under the different heads of proficiency in each subject, should be *exclusive* one of the other.	M.	F.	Total
No. of Pupils examined in — Reading Lessons,				Of the Pupils examined there were — Able to read II. Book correctly,			
Grammar,				„ to read III. and higher Books with ease and intelligence,			
Geography,				Acquainted with the Parts of Speech *only*,			
Writing from Dictation,				Able to Parse Syntactically,			
Simple Rules,				Acquainted with the outlines and general features of the Map of the World *only*,			
Compound Rules,				Acquainted with Maps of Europe and Ireland,			
Proportion and above,				Acquainted with General Course of Geography,			
Writing on Paper,				Able to write a Sentence with tolerable accuracy,			
				Able to write a Sentence with ease and correctness,			
				Able to set down accurately a Sum of 7 places of figures,			
				Able to work correctly a Sum in Subtraction,			
				Able to work correctly a Sum in Division of Money,			
				Able to work correctly a Sum in Proportion or Practice,			
				Able to Write on paper fairly,			
				Able to Write a good hand with ease and freedom,			

3. Which Classes did you examine?

4. If not all, state why.

5. In what branches, if any, did you observe, either in the amount or quality of the instruction given, any defect deserving of notice? *If none, say so.*

6. Is Vocal Music taught; upon what system; for what time; and has the Teacher a Certificate of competency?

7. If Agriculture is taught, what time is devoted to it? (I.) By whom taught? (II.) Number in class? (III.) Course of Instruction.

8. If Needlework is taught, state the time devoted to it, and with what success.

(9.) Days for General or combined ordinary Instruction.	The number of Hours each Day given *exclusively* to such combined instruction.
	From o'clock to o'clock in Summer. Do. do. do. in Winter.

(I.) Specify the course of religious instruction given to the Children, and (II.) state *precisely* the arrangements, *as to time, &c.*, for giving such, and (III.) whether of a nature to interfere with, or impede the secular business of the School.	Are these arrangements (I.) satisfactory to the Parents of the Children, and (II.) publicly notified on the Time Table?

10. Are the Board's Rules observed as to (I.) Inscription? (II.) General Lessons? (III.) Commissioners' Rules? (IV.) Practical Rules? (V.) Time Table? (VI.) Movable Tablet for notification of Religious Instruction? (VII.) Books for Secular Instruction? (VIII.) Religious Exercises and use of Books of Religious Instruction.

11. Is School *bona fide* open for Children of all Denominations?

12. TEACHERS, *&c.*

MALE.			FEMALE.		
	Name.	Class and Division.		Name.	Class and Division.
Principal, .			Principal, .		
Assistant, .			Assistant, .		
Monitor, .			Monitor, .		

13. State your opinion of the Teachers as to (I.) acquirements, (II.) character, and (III.) method of conducting the School.

14. If a change of Teachers, Monitors, &c., have taken place since last Inspection or Report, give the name, and state the precise date of the resignation of the former, and (II.) that also of the appointment of the present.

15. If the new Teacher ever before taught in a National School, give the name of the *last* School wherein he or she taught, County, and Date of leaving.

16. Give the Name, Age, Religious Denomination, Class, and date of training, if trained, of new Teacher, if any.

17. Has this School been in constant operation since last inspection? If not, state the exact times for which it was closed, and the reason of its being so.

18. Is the FREE STOCK OF BOOKS in the School?

19. When given?

20. What is the present state of FREE STOCK?

21. When was last Sale Stock ordered?

22. Its amount?

23. Is the School sufficiently supplied with Books and other requisites for sale to pupils?

24. Are the accounts of the proficiency and attendance of the Scholars, the receipts of fees, &c., kept neatly and accurately, and according to the prescribed forms? If not, state the nature and extent of the inaccuracy or neglect.

25. Are Rules VI. and VII. of the *Practical Rules for Teachers* observed?

26. Has any change as to House taken place since last inspection? If so, what?

27. If house changed since last inspection, why, and upon what authority? Give dimensions of new School-room.

28. Is new house suitable? If not, in what respects unsuitable.

29. How suited as to former?

30. Ought change to be sanctioned?

31. State of repair of house, as to roof, walls, glazing, flooring, and fitting up.

32. In what state are the Privies, as to repair and cleanliness?

33. Are there any defects in house or premises, requiring alteration or special attention?

34. Has any change taken place in fitting up, since last inspection? If so, what?

35. Is present fitting up (I.) suitable, (II.) adequate, and in (III.) proper repair? If not, in what respects defective?

36. State the names of the National Schools within three miles, with their respective distances from this School?—

School, ———, Distance, ——; School, ———, Distance, ——.

37. State also the other Schools for the poor within similar limits?—

School, ———, Distance, ——; School, ———, Distance, ——.

38. (I.) State if you have observed any violation of rules not mentioned in the foregoing part of this report; (II.) your opinion of the course of instruction given in the School, and of the proficiency attained by its pupils; and (III.) whether on the whole you think it stationary, retrograde, or progressing.

39. State the subject of your interview with the Manager or Correspondent, and result of such interview. If you did not see him, state why.

40. What suggestions or observations did you leave for the Teacher's attention on the subjects following, or others? As—(I.) Course of instruction. (II.) Mode of Teaching. (III.) Discipline, order, &c. (IV.) Accounts. (V.) School-room and premises. (VI.) Supply of books and apparatus. (VII.) Industrial training. (VIII.) Observance of former suggestions.

41. If any points calling for notice by the Board, specify them and describe their nature. *If none, say so.*

——— *District Inspector.*

NOTE.—In replying to question 40, the Inspector is to divide his answer into paragraphs with numerical references to the topics to which, respectively, his suggestions or observations may relate.

No. 4. FORM of REPORT upon ——— Poor Law Union National School.

Parish of —— County of ——
Distance from Inspector's Residence, —— on road from —— to ——

Post-town of School, ——
Distance from do., ——
Townland, ——
Barony, ——
Correspondent, ——

Post-town of Correspondent, ——
Inspected on, ——
Examined from——until——o'clock
Date of last Report, ——

Days for General Instruction.	Number of Hours each day.

	Present at the time of Inspection.	Average Number on the Books for the last 12 Months.	Average Attendance for the last 12 Months.
Scholars. Males, .			
Females,			
Total, .			

Those present were learning the following:

Subjects.	No. M.	No. F.
Lesson Books. Book I., . .		
„ II., . .		
Sequel, . .		
Book III., . .		
„ IV., . .		
„ V., . .		
Scripture Lessons, .		
Sacred Poetry, . .		
Grammar, . . .		

Subjects.	No. M.	No. F.
Geography. Lessons on Maps *only*, .		
Descriptive and General, .		
Arithmetic. Tables *only*, . . .		
Simple Rules, . . .		
Compound do., . . .		
Proportion, ...		
Practice, Interest, &c., .		

Subjects.	No. M.	No. F.
Branches for Females. Writing. On Slates *only*, . . .		
On Paper, ...		
From Dictation, . .		
Sewing, ...		
Knitting, ...		
Netting, ...		
Embroidery, . . .		
Straw Platting, . . .		
Cutting out, . . .		
Extra Branches. Mensuration, . . .		
Book-keeping, . .		
Agriculture, . . .		

APPENDIX A.

IV. Official Forms.

1. Ages of the Children present:—

	Average Age.	Under 7 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.
Males, .											
Females,											
Totals, .											

2. State in annexed Table the results of your examination:

	M.	F.	Tot.	(*Except* in case of Arithmetic, the numbers set down under the different heads of proficiency in each subject should be *exclusive* one of the other.)	M.	F.	Tot.
No. of Pupils examined in: Reading Lessons,				Of the Pupils examined there were: Able to read II. Book correctly, .			
Grammar, . .				,, to read III. and higher Books with ease and intelligence, .			
Geography, .				Acquainted with the Parts of Speech *only*, ...			
Writing from Dictation, . .				Able to Parse Syntactically, . .			
Simple Rules, .				Acquainted with the outlines and general features of the Map of the World *only*, ...			
Compound Rules,				Acquainted with Maps of Europe and Ireland, ...			
Proportion and above, . .				Acquainted with General Course of Geography, ...			
Writing on paper,				Able to write a Sentence with tolerable accuracy, ...			
				Able to write a Sentence with ease and correctness, ...			
				Able to set down accurately a Sum of 7 places of figures, ...			
				Able to work correctly a Sum in Subtraction, ...			
				Able to work correctly a Sum in Division of Money, ...			
				Able to work correctly a Sum in Proportion or Practice, . . .			
				Able to Write on paper fairly, . .			
				Able to Write a good hand with ease and freedom, ...			

3. Which Classes did you examine?

4. If not all, state why.

5. In what branches, if any, did you observe, either in the amount or quality of the instruction given, any defect deserving of notice? *If none, say so.*

6. Is Vocal Music taught; upon what system; for what time; and has the Teacher a Certificate of competency?

7. If Agriculture is taught, what time is devoted to it? (I.) By whom taught? (II.) Number in class? (III.) Course of Instruction?

8. If Needlework be taught, state the time devoted to it, the proficiency of the pupils, the character of the work executed, and with what results.

9. If any other Industrial Training than the above provided for the children, state its nature, the time devoted to it, the number of each sex engaged in it, and the success attending it.

10. Is the Free Stock of Books in the School?

11. Say if entered in Report Book, and when given.

12. What is its present state?

13. Are the accounts of the attendance and proficiency of the Scholars kept neatly and correctly?

14. Is there a copy of the Time Table properly filled up, suspended in School-room?

15. TEACHERS, ASSISTANTS, &c.

	Name.	Age.	Religion.	When first appointed.		If trained, when.	Class and Division.	Annual Income.
				To *this* School.	Under the Board.			
Male.								
Principal, .								
Assistant, .								
Monitor, .								
Female.								
Principal, .								
Assistant, .								
Monitor, .								

16. State your opinion of the Teachers as to (I.) acquirements, (II.) character, and (III.) method of conducting the School.

17. If a *new* teacher, that is, one appointed *since last inspection*, the Inspector is to ascertain whether he ever taught in a National School, and if so to give the name and *county*, of the *last* wherein he taught, and the date of leaving it.

County ——— Date of leaving ———

18. State your opinion of the course of training and instruction given in this School, and of the proficiency and skill attained by its pupils in such course, and whether, on the whole, you think it stationary, retrograde, or progressing.

19. What suggestions or observations did you leave for the Teacher's attention on subjects following or others? As—I. Course of instruction. II. Mode of teaching. III. Discipline, order, &c. IV. Accounts. V. School-room and premises. VI. Supply of books and apparatus. VII. Industrial Training. VIII. Observance of former Suggestions.

20. If any points calling for notice by the Board or Local Guardians, specify them and describe their nature. *If none, say so.*

——— District Inspector.

NOTE.—In replying to Query 19 the Inspector is to divide his answer into paragraphs with numerical references to the topics, to which, respectively, his suggestions or observations may relate.

APPENDIX A. IV. Official Forms.

No. 5. FORM of (AGRICULTURAL INSPECTOR'S) REPORT on the ——— AGRICULTURAL SCHOOL.

County —— Roll No. ——

Established *as an Agricultural School,* 18 .

Vested, and how, ——
Manager, ——
Post Town, ——
Distance and direction of School from it,——

Literary Teacher,——Aged——years.
Trained in ——
Appointed to his present situation——
Agriculturist,——Aged years.
Trained at Glasnevin in ——
Appointed to his present situation——

Visited —— day of ——; Inspected from —— till —— o'clock.

Total Males on the Rolls.	Total Males present.	Ages of Pupils receiving Agricultural Instruction at time of visit.			
			Under 9 years.	More than 9 but under 12 years.	More than 12 but under 16 years.
		Agricultural Class, -			
		Industrial Class, -			

Agricultural Class.		Industrial Class.		Agricultural Boarders.		
In Class.	Present.	Paid by Commissioners.	Paid locally.	Free.	Paying.	Vacancies.

I. AGRICULTURAL INSTRUCTION.

1. What time is allotted to Agricultural Instruction in the School and on the Model Farm?

2. What Books are used in communicating Agricultural Instruction? Is the supply adequate?

3. What is the state of proficiency of the Pupils in this Department?

II. MODEL FARM.

4. What is the extent in arable culture, —— A. —— R. —— P.; in course of reclamation, —— A. —— R. —— P.; reclaimable, but no improvements yet effected, —— A. —— R. —— P.

5. What is the rent paid per statute acre? What the Poor Law Valuation? and the Poor Rate and County Rate per last Assessment?

6. From whom is the land held? by whom? and by what tenure?

7. What improvements have been effected? and what are yet required?

8. Is it conveniently situated as respects the School?

9. Does it attract much attention? and has the example shown on it led to any beneficial change in the Agriculture of the neighbourhood?

III. CULTIVATION.

10. Has a judicious "Rotation of Crops" been adopted? and is it *strictly adhered to?*

11. What are the *principal* crops on the farm, and the area under each?

12. Are there any "*stolen*" or "*intercalary*" crops?

13. How is the cultivation of the different crops carried out? and what are the defects, if any, which you may have observed in the tillage?

IV. LIVE STOCK.

I. —— Foals, —— Colts, —— Fillies, —— Mares, —— Gelds or Horses.
II. —— Calves, —— Year old Heifers, —— Bulls, —— Two Years' old Heifers, —— Bulls, —— Three Years' old Heifers, —— Bulls, —— Milch Cows (and in Calf), —— Milch Cows (not in Calf), —— Yelds, or Dry, —— Aged Bulls, —— Bullocks.
III. —— Lambs, —— Hoggs, —— Ewes, —— Wethers, ——Tups or Rams.
IV. —— Sucking Pigs, —— Stores and Porkers, —— Open Sows, —— Brood Sows, —— Boars.
V. —— Poultry.

15. Are the most approved breeds of the different Farm Animals kept?

16. How is the system of House Feeding Cattle carried out?

17. Are the different Animals well cared? and do they seem in good condition?

18. Has there been any loss by disease or casualty since your last visit; and, if so, does blame attach to any party on this account?

V. FARM OFFICES.

19. By whom were they erected?

20. What do they comprise?

21. Do they afford adequate and convenient accommodation?

22. Are there any alterations or additions required?

23. In what state of repair are they?

VI. FARM IMPLEMENTS.

24. Are the different Implements of the most approved and efficient kinds.

25. Is there an adequate supply?

26. If not, state what is required?

VII. MISCELLANEOUS.

27. Are the collection, preservation, and application of Manures carefully and skilfully managed?

28. Are the Farm Accounts accurately kept?

29. Have there been any changes of Officers affecting the Agricultural Department since last visit? If so, state such changes, and give the dates at which they have occurred.

30. Whether has the Agricultural Department of this School *progressed* or *retrograded* since your previous visit?

31. Have the suggestions which you then left been acted on?

32. What suggestions did you now leave?

33. Make such other observations regarding this School as you consider worthy of consideration.

——— Inspector of National Agricultural Schools.

No. 6. FORM of (DISTRICT INSPECTOR'S) SUPPLEMENTAL REPORT, ———MODEL AGRICULTURAL NATIONAL SCHOOL.

1. What is the number and age of the Pupils in the Agricultural Class?

2. Is there a record kept of the attendance on the instruction imparted?

3. State the course of instruction as set forth in the Time Table.

APPENDIX A.

IV. Official Forms.

4. Have you examined the Pupils? And, if so, state the result of your examination.

5. Are the arrangements in the several Time Tables, in your opinion, adhered to?

6. Are the dormitories and other apartments of the dwelling-house well kept?

7. In what condition are the Yards and School Offices?

8. In what condition are the Books of the Agricultural Boarders' Library?

9. Is the Dietary of the kind and amount prescribed?

10. If not, specify in what particulars it is departed from.

11. Is there a cordial co-operation between the Teachers of the Literary and Agricultural Departments?

12. If not, to what cause do you attribute the want of a mutual understanding.

13. Time spent in the inspection of the Agricultural Departments? From ——— to ———

OBSERVATIONS.

——— District Inspector.

No. 7. FORM of (DISTRICT INSPECTOR'S) TERM REPORT on ——— NATIONAL DISTRICT MODEL SCHOOL.

Inspector's Report for the Term ending the —— of —— 185 .
Time spent in the Establishment, from —— o'Clock to —— o'Clock.

THE CHILDREN ON THE ROLL ARE CLASSED AS FOLLOWS:—

	Subjects.	M.	F.	In-fants		Subjects.	M.	F.	In-fants
Lesson Books.	Book I.,				Writing.	On Slates *only*,			
	„ II.,					„ Paper,			
	Sequel,					From Dictation,			
	Book III.,				Branches for Females.	Sewing,			
	„ IV.,					Knitting,			
	„ V.,					Netting,			
	Scripture Lessons,					Embroidery,			
	Sacred Poetry,					Straw Platting,			
Grammar.	Parts of Speech *only*,					Cutting out,			
	Parsing and Syntax,				Extra Branches.	British Poets,			
	Derivations,					Mensuration,			
	Composition,					Geometry,			
Geography.	Lessons on Maps *only*,					Algebra,			
	From Text Books. Local,					Book-keeping,			
	From Text Books. Mathematical & Physical,					Trigonometry,			
Arithmetic.	Tables *only*,					Reasoning,			
	Simple Rules,					Agriculture,			
	Compound do.,					Navigation,			
	Proportion,					Music,			
	Practice, Interest, &c.,					Drawing,			
	Mental,								

MALES.

Names of Teachers, Assistants, Pupil Teachers, and Paid Monitors.	Position in the School.	Age.	Religion.	Date of Appointment to this School.

FEMALES.

GIRLS' SCHOOL.				
INFANTS' SCHOOL.				

I.—1. What parts of the *Domestic Establishment* have you examined?
2. In what state have you found them?
3. Have you examined the Furniture of the House?
4. In what state have you found it?
5. Have you examined the Premises?
6. In what state have you found them?
7. Have you examined the School-rooms?
8. In what state have you found them?
9. Have you examined the Free Stock?
10. In what state have you found it?

II.—1. Do the arrangements adopted for the Religious Instruction of the children continue the same?
2. If not, wherein have they been changed, and why?
3. Is the General Lesson read by the pupils, and are the principles contained in it inculcated on their minds?

III. Boy's School:
1. In what state have you found it as to order and discipline? As to cleanliness of pupils? As to general proficiency?
2. What classes have you examined?
3. On what subjects?
4. Have they acquitted themselves in a satisfactory manner?
5. In what branches, if at all, have they proved deficient?
6. Time occupied in the examination—from —— till —— o'Clock.

IV. Girls' School:—
1. In what state have you found it as to order and discipline? As to cleanliness of pupils? As to general proficiency?
2. What classes have you examined?
3. On what subjects?

APPENDIX A.

IV. Official Forms.

4. Have they acquitted themselves in a satisfactory manner?
5. In what branches, if at all, have they proved deficient?
6. Time occupied in the examination—from —— till —— o'Clock.

V. Infant School:—

1. In what state have you found it as to order and discipline? As to cleanliness of pupils? As to general proficiency?
2. On what have you examined the children?
3. Have the results been satisfactory?
4. If not, in what respects deficient?
5. Time occupied in the examination—from —— till —— o'Clock.

VI. What are the defects, if any, which you have observed in the general order and management of the schools?

VII. Female Teachers:—

1. Are the Female Teachers, and Female Assistants, or Paid Monitors, regular in their attendance?
2. If not, name those who are irregular, and state the nature and amount of the irregularity.
3. Do the Female Assistants or Paid Monitors continue to receive instruction at the times and in the course appointed, by the principal Teachers, and is the instruction given satisfactory?
4. When, and on what subjects have you examined them?

VIII. Resident Pupil Teachers:—

1. Is the dietary laid down for them adhered to?
2. If not, wherein changed, and why?
3. On what occasions have you been present at any of the meals? State the precise times.
4. Does their daily routine of business continue the same, and is it adhered to? If not, specify wherein it has been departed from.
5. Are they attentive to the rules and discipline of the establishment, and favourably reported by the Teacher?
6. If not, name those who are inattentive or irregular, and state wherein such inattention or irregularity consists.
7. On what occasions have you been present during their study hours? State the precise times.
8. On what occasions have you examined them on the subjects on which they were engaged? State the precise times.
9. State the subjects on which you have examined them, and the general results of your examination.
10. Are you satisfied that the Resident Teacher gives sufficient time and attention to their instruction?
11. Has he drawn up for himself a programme of their course, and does he adhere to it?
12. Does he preserve proper notes of their examination, and have you called for and examined them?

IX. Observations and suggestions.

X. Date of your inspection of the Schools.

XI. Date of this Report.

—— District Inspector.

NOTE.—The District Inspector is to forward, at the same time with this his Report, the Weekly Return of Attendance made him by the Teachers.

OBSERVATIONS OF HEAD INSPECTOR.

—— Head Inspector.

No. 8. FORM of TEACHER'S WEEKLY REPORT on ———— NATIONAL DISTRICT MODEL SCHOOL.

Teacher's Report for the week ending the ——— of ——— 185 .

	Boys.	Girls.	Infants.	Total.
Average Daily Attendance for the week,				
No. on the Roll at the end of last week,				
No. of Admissions this week,				
No. of Names struck off,				
No. on the Roll at present,				
,, at 5*s.* per quarter,				
,, at 2*s.* 6*d.* do.,				
,, at 1*d.* per week,				
Total on the Roll,				
No. of outstanding Applications,				
,, at 5*s.* per quarter,				
,, at 2*s.* 6*d.* do.,				
,, at 1*d.* per week,				
Total of Applications,				
DAILY ATTENDANCE:				
Monday,				
Tuesday,				
Wednesday,				
Thursday,				
Friday,				
Saturday,				
	£ s. d.	*£ s. d.*	*£ s. d.*	*£ s. d.*
Cash remaining as Balance last week,				
Half amount of Payments received this week,				
School Expenses for the week,				
Balance on hands,				

	Boys' School. *£ s. d.*	Girls' School. *£ s. d.*	Infants' School. *£ s. d.*	Total. *£ s. d.*
Requisites sold during the week,				

APPENDIX A.

IV. Official Forms.

THE CHILDREN ON THE ROLL ARE CLASSED AS FOLLOWS:—

Subjects.	Boys	Girls	Infants	Subjects.	Boys	Girls	Infants
Lesson Books. Book I.,				Writing. On Slates *only*,			
Lesson Books. „ II.,				Writing. „ Paper,			
Lesson Books. Sequel,				Writing. From Dictation,			
Lesson Books. Book III.,				Branches for Females. Sewing,			
Lesson Books. „ IV.,				Branches for Females. Knitting,			
Lesson Books. „ V.,				Branches for Females. Netting,			
Scripture Lessons,				Branches for Females. Embroidery,			
Sacred Poetry,				Branches for Females. Straw Platting,			
Grammar. Parts of Speech *only*,				Branches for Females. Cutting Out,			
Grammar. Parsing and Syntax,				Extra Branches. British Poets,			
Grammar. Derivations,				Extra Branches. Mensuration,			
Grammar. Composition,				Extra Branches. Geometry,			
Geography. Lessons on Maps *only*,				Extra Branches. Algebra,			
Geography. From Text Books. Local,				Extra Branches. Book-keeping,			
Geography. From Text Books. Mathematical & Physical,				Extra Branches. Trigonometry,			
Arithmetic. Tables *only*,				Extra Branches. Reasoning,			
Arithmetic. Simple Rules,				Extra Branches. Agriculture,			
Arithmetic. Compound do.,				Extra Branches. Navigation,			
Arithmetic. Proportion,				Extra Branches. Music,			
Arithmetic. Practice, Interest, &c.				Extra Branches. Drawing,			
Arithmetic. Mental,							

We respectively certify that the above Returns are, as regards our separate Schools, correct and just.

——— Teacher of Boys' School.
——— Teacher of Girls' School.
——— Teacher of Infants' School.

Date, ———

OBSERVATIONS BY INSPECTOR.

Are the Returns given on other side correct?
Date of forwarding this Report.

——— District Inspector.

OBSERVATIONS OF HEAD INSPECTOR.

——— Head Inspector.

V.

PRACTICAL RULES for the TEACHERS of NATIONAL SCHOOLS.

1. The Teachers of National Schools are required—To keep at least one copy of the GENERAL LESSON suspended conspicuously in the School-room, and to inculcate the principles contained in it on the minds of their Pupils.

2. To exclude from the School, except at the hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

3. To avoid fairs, markets, and meetings—but above all, POLITICAL meetings of every kind; to abstain from controversy; and to do nothing either in or out of School which might have a tendency to confine it to any one denomination of Children.

4. To keep the Register, Report Book, and Class Rolls accurately, neatly, and according to the precise form prescribed by the Board; and to enter or mark in the two latter, before *noon* each day, the number of Children in actual attendance.

5. To classify the Children according to the National School Books; to study those Books themselves; and to teach according to the improved method, as pointed out in their several prefaces.

6. To observe themselves, and to impress upon the minds of their Pupils, the great rule of regularity and order—A TIME AND PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

7. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this the Teachers should set an example of cleanliness and neatness in their own person, and in the state and general appearance of their Schools. They should also satisfy themselves, by personal inspection every morning, that the Children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The School apartments, too, should be swept and dusted every *evening*, and whitewashed at least once a year.

8. To pay the strictest attention to the morals and general conduct of their Pupils and to omit no opportunity of inculcating the principles of TRUTH and HONESTY: the duties of respect to superiors and obedience to all persons placed in authority over them.

9. To evince a regard for the improvement and general welfare of their Pupils, to treat them with kindness, combined with firmness, and to aim at governing them by their affections and reason, rather than by harshness and severity.

10. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

11. To record in the Report Book of the School the weekly receipts of School fees, and the amount of all grants made by the Board, as well as the purposes for which they were made, whether in the way of Premiums, Salaries to Teachers, payments to Monitors, or Workmistresses, also School requisites, whether Free Stock or purchased at half-price.

12. To take strict care of the FREE STOCK of Books granted by the Board; and to endeavour to keep the School constantly supplied with National School Books and requisites for sale to the Children, at the reduced prices charged by the Commissioners; also to preserve the invoices for the information of the Inspectors; and whenever requisites (whether Free Stock or purchased) arrive without an invoice, to apply to the manager to whom it is transmitted when the parcel is sent from this office.

13. Should it be intended to close a School for a time not included

APPENDIX A.

V. Practical Rules for Teachers.

in the recognised vacations, notice should be given some days previously to the Inspector; and when a Teacher is summoned for training, and means to obey the summons, or intends resigning or removing to another School, he should intimate his intention to the Inspector a month or a fortnight at least before his removal or resignation, in order that the latter may have an opportunity of visiting his School, and reporting upon the state of the Premises, Free Stock, School Accounts, &c.

MAURICE CROSS, JAMES KELLY, } Secretaries

VI.

VI. Programmes of Instruction for Pupils.

PROGRAMMES OF INSTRUCTION for Pupils in NATIONAL SCHOOLS, or MINIMUM amount of Proficiency required for each Class.

No. 1. BOYS.—I. CLASS.

I.—Children in the highest division of First Class will be expected *at least*—

1. To name the days of the week, and the months and seasons of the year.
2. To count correctly and intelligently up to twenty.
3. To read any number up to twenty.
4. To add *mentally* any two or more single digits (as 5+4+6+3) whose sum shall not exceed twenty.
5. To spell correctly the simpler words of the lessons they shall have previously read, and to understand their meaning.
6. To know the vowel sounds.
7. To answer simple questions on the subjects of the lessons already learnt by them.

NOTE.—So soon as children have learned the alphabet, or even some few of its letters, they are to commence at once to *read* as well as spell.

II. CLASS.

II.—Children in the senior division of the Second Class will be expected—

1. To read and set down any number of three places of figures.
2. To know the addition and subtraction tables.
3. To be able to work on slate or black board simple questions in Addition and Subtraction, no part of the work including any number of more than three places of figures.
4. To name the syllables in a word.
5. To distinguish readily, in any easy sentence selected in their daily lessons, the article, noun, and adjective.
6. To know the outlines of the Map of the World.
7. To write on slates.
8. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.
9. To answer simple questions on the subjects of the lessons already learnt by them, and to be able to repeat correctly and neatly such lessons as are in rhyme.

SEQUEL CLASS.

III.—Children enrolled one quarter or more in either Sequel Class will be expected—

1. To read and set down any number of five places of figures.

2. To know the Multiplication, Pence, and Time Tables.

3. To be able to work easy questions in Simple Multiplication, and Simple Short Division.

4. To distinguish readily, in any easy sentence selected in their daily lessons, the article, noun, personal pronoun, adjective, verb, and adverb.

5. To know the Map of the World.

6. To write on paper.

7. To write out from memory any part of the Multiplication Table.

8. To write out from memory, in proper order, the names of the months of the year, with the number of days in each.

9. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.

10. To answer simple questions on the subjects of the lessons already learnt by them.

11. To read with a fair degree of ease and correctness.

III. CLASS.

IV.—Children enrolled one quarter or more in the Third Class will be expected—

1. To know Notation and Numeration well, and to repeat all the more useful Arithmetical Tables.

2. To work readily questions in the Simple and Compound Rules of Arithmetic.

3. To distinguish readily and with certainty, in any easy sentence, selected in their daily lessons, all the parts of speech.

4. To know the Maps of the World and Europe.

5. To write on paper, and to write a fair hand.

6. To know and to be able to write down the characters or marks used in punctuation.

7. To write down correctly easy sentences from dictation.

8. To write out from memory the Time and Money Tables.

9. To spell correctly the words of the lessons they may have already learnt, and to explain their meaning.

10. To answer simple questions on the subject-matter of those lessons, and to repeat such of them as are in rhyme neatly and correctly.

11. To know what is meant by accent and emphasis, and to read with ease and correctness, and with due attention to the pauses.

IV. CLASS.

V.—Pupils enrolled one quarter or more in the Fourth Class will be expected—

1. To know *all* the Arithmetical Tables, and to be able to write out from memory, and in a neat and correct form, any one of them.

2. To be able to work sums in Proportion, Fractions, and Practice.

3. To know the Prefixes, Affixes, and principal Roots given in the Fourth Book.

4. To know so much of English Grammar as to be able to parse easy sentences.

5. To know the Maps of *all* the Continents and of Ireland.

6. To know the definitions of the more common technical terms of Geography, as *Axis, Poles, Equator, Latitude, Longitude, Zones,* &c.

7. To write correctly from dictation *any* sentence selected from Third Book.

8. To answer readily on the subject-matter of the lessons they may have already read, and to explain with clearness the meaning of the words contained in them.

APPENDIX A.

VI. Programmes of Instruction for Pupils.

9. To write a good hand.
10. To read with fluency and correctness.

V. CLASS.

VI.—Pupils enrolled one quarter or more in the Fifth Class will be expected—

1. To know the commercial rules of Arithmetic, and the Mensuration of Superficies.
2. To know how to keep cash, personal, real, and farm accounts, and how to write out bills, shop accounts, &c.
3. To analyse and parse correctly complex sentences.
4. To know the Geography of the British Empire, and the *simpler* portions of the Geography Generalized.
5. To write correctly from dictation any ordinary sentences selected for them.
6. To draw on a slate any of the simple plane geometrical forms.
7. To write out from memory, with correct spelling and syntax, the substance of any fable or short story chosen from the Second or Third Book.
8. To know the forms of epistolary correspondence, and how to address, subscribe, and direct letters, &c.
9. To analyse the words of their ordinary lessons, pointing out their roots, prefixes, and affixes, and to explain their meaning with clearness and precision.
10. To answer with intelligence and judgment on the subject-matter of the lessons already learnt by them.
11. To write a good hand with ease and freedom.
12. To read with entire ease, fluency, and judgment, both poetry and prose.

NOTE I.—The *Spelling Book Superseded* should be taught III., IV., and V. Classes.

NOTE II.—Mental Calculation should be taught to the same Classes.

NOTE III.—The "*Knowledge of Common Things*" is to be learnt from the Lesson Books; and the Classes should be regularly and carefully examined upon the *subject-matter* of the lessons read by them.

NOTE IV.—*Periodic Repetitions* should be regularly instituted, the three great means of instruction being EXPLANATION, INTERROGATION, and REPETITION.

This is to be framed and hung up in the School-room for Teacher's guidance.

No. 2. GIRLS.—I. CLASS.

I. Children in the highest division of First Class will be expected—

1. To name the days of the week, and the months and seasons of the year.
2. To count correctly and intelligently up to twenty.
3. To read any number up to twenty.
4. To add *mentally* any two or more single digits (as 5+4+6+3) whose sum shall not exceed twenty.
5. To spell correctly the simpler words of the lessons they shall have previously read, and to understand their meaning.
6. To know the vowel sounds.
7. To answer simple questions on the subjects of the lessons already learnt by them.

NOTE.—So soon as children have learned the Alphabet, or even some few of its letters, they are to commence at once to *read* as well as spell.

II. CLASS.

II.—Children in the senior division of the Second Class will be expected—

1. To read and set down any number of three places of figures.
2. To know the addition and subtraction tables.
3. To be able to work on slate or black board simple questions in Addition and Subtraction, no part of the work including any number of more than three places of figures.
4. To name the syllables in a word.
5. To distinguish readily, in any easy sentence selected in their daily lessons, the article, noun, and adjective.
6. To know the outlines of the Map of the World.
7. To write on slates.
8. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.
9. To answer simple questions on the subjects of the lessons already learnt by them, and to be able to repeat correctly and neatly such lessons as are in rhyme.

SEQUEL CLASS.

III.—Children enrolled one quarter or more in either Sequel Class will be expected—

1. To read and set down any number of five places of figures.
2. To know the Multiplication, Pence, and Time Tables.
3. To be able to work easy questions in Simple Multiplication, and Simple Short Division.
4. To distinguish readily, in any easy sentence selected in their daily lessons, the article, noun, personal pronoun, adjective, verb, and adverb.
5. To know the Map of the World.
6. To write on paper.
7. To write out from memory any part of the Multiplication Table.
8. To write out from memory, in proper order, the names of the months of the year, with the number of days in each.
9. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.
10. To answer simple questions on the subjects of the lessons already learnt by them.
11. To read with a fair degree of ease and correctness.

III. CLASS.

IV.—Children enrolled one quarter or more in the Third Class will be expected—

1. To know Notation and Numeration well, and to repeat all the more useful Arithmetical Tables.
2. To work readily questions in all the simple rules of Arithmetic, and in Addition, Subtraction, Multiplication, and Division of Money.
3. To distinguish readily and with certainty, in any easy sentence, selected in their daily lessons, all the parts of speech.
4. To know the Maps of the World and Europe.
5. To write on paper, and to write a fair hand.
6. To know and to be able to write down the characters or marks used in punctuation.
7. To write down correctly easy sentences from Dictation.
8. To write out from memory the Time and Money Tables.
9. To spell correctly the words of the lessons they may have already learnt, and to explain their meaning.

APPENDIX A.

VI. Programmes of Instruction for Pupils.

10. To answer simple questions on the subject-matter of those lessons, and to repeat such of them as are in rhyme neatly and correctly.

11. To know what is meant by accent and emphasis, and to read with ease and correctness, and with due attention to the pauses.

IV. CLASS.

V.—Pupils enrolled one quarter or more in the Fourth Class will be expected—

1. To be able to write out from memory, and in a neat and correct form, any of the more useful Arithmetical Tables.

2. To be able to work sums in the Compound Rules, Simple Proportion, and Practice.

3. To know the prefixes and affixes in the Fourth Book or *Spelling Book Superseded.*

4. To know the inflections of the noun, pronoun, adjective, and verb, and to be able to parse an easy sentence.

5. To know the Maps of *all* the Continents and of Ireland.

6. To know the definitions of the more common technical terms of Geography, as *Axis, Poles, Equator, Latitude, Longitude, Zones,* &c.

7. To write correctly from dictation *any* sentence selected from Third Book.

8. To answer readily on the subject matter of the lessons they may have already read, and to explain with clearness the meaning of the words contained in them.

9. To write a good hand.

10. To read with fluency and correctness.

V. CLASS.

VI.—Pupils enrolled one quarter or more in the Fifth Class will be expected—

1. To know Fractions, Practice, and Interest.

2. To know how to keep a cash account, and how to write out a short shop bill.

3. To be able to parse compound sentences.

4. To know the Geography of the British Empire, and to explain the ordinary proofs of the Earth's Sphericity.

5. To write correctly from dictation any ordinary sentences selected for them.

6. To write out from memory, with correct spelling and syntax, the substance of any fable or short story chosen from the Second or Third Book.

7. To know the forms of epistolary correspondence, and how to address, subscribe, and direct letters, &c.

8. To be able to explain the composition and meaning of the words of their ordinary reading lessons.

9. To answer with intelligence and judgment on the subject-matter of the lessons already learnt by them.

10. To write a good hand with ease and freedom.

11. To read with ease, fluency, and judgment, both poetry and prose.

NOTE I.—The *Spelling Book Superseded* should be taught to at least the III., IV., & V. classes.

NOTE II.—Mental calculation should be taught to the same classes.

NOTE III.—*Needlework* should be taught to all the children beyond the I. Class.

NOTE IV.—The "*Knowledge of Common Things*" is to be learnt from the Lesson Books; and the classes should be regularly and carefully examined upon the *subject-matter* of the lessons read by them.

NOTE V.—*Periodic Repetitions* should be regularly instituted, the three great means of instruction being EXPLANATION, INTERROGATION, and REPETITION.

This is to be framed and hung up in the School-room for Teacher's guidance.

VII.

Notice to Managers of National Schools relative to the Payment of Teachers' Salaries.

The Managers of National Schools are particularly requested to attend to the following Instructions respecting the payment of Salaries to Teachers, as the Commissioners for Auditing the Public Accounts will not, in future, allow any documents to pass as Vouchers from this Office which are not in compliance with these Rules :—

1. Every Receipt should be signed by the Manager, and by the Teacher entitled to receive the amount of Salary therein specified.

2. Whenever a manager advances money to a Teacher on account of the Salary payable by the Commissioners of National Education to such Teacher, he should *take a Receipt* for the same on a Stamp, in order to have a proper Voucher to produce to this Office in case the Teacher die, or leave the School before the expiration of the Quarter.

3. If a Teacher die to whom any Salary is due by the Commissioners, the amount will be paid to the representatives or next-of-kin. The relationship of the party paid must, however, be stated in the Receipt ; and if such party cannot write, his or her mark will be received as signature, if witnessed by a third person.

4. If a Teacher leave a National School, and authorize the Manager, or some other person, to receive the Salary due from this Board, such authority must be given in writing, or the amount will not be paid. A Manager can always protect himself by attending to Rule No. 2.

5. As the Commissioners of Audit do not consider a Certificate of payment coming from the person who makes such payment a proper Document, no Manager's Certificate can in future be taken as a Voucher.

6. If Receipts which are sent from this Office for Signature, be not returned within a Month, the amount of Salary to which they refer will be cancelled, and remain over until the next quarterly payment becomes due. This rule will in future be strictly adhered to, in consequence of the inconvenience arising from such delays.

7. The Commissioners do not pay Salary for a broken period of a month, nor will they in future pay any Teacher a Month's Salary unless he shall have been in charge of the School for at least two-thirds of the month. Managers should, therefore, take care not to allow Teachers to leave their Schools before the last week of the month.

Maurice Cross, James Kelly, } Secretaries.

National Education Office, January, 1852.

APPENDIX B.

List of Schools Vested in, or Assigned to, the Commissioners of National Education in their corporate capacity.

	Page
Table I.—Ordinary National Schools Vested in, or Assigned to, the Commissioners, ...	130
„ II.—Model Agricultural Schools Do, Do.,	150
„ III.—District Model Schools Do., Do.,	151
„ IV.—Metropolitan Model Schools . .	152

TABLE I.—LIST of ORDINARY NATIONAL SCHOOLS vested in, or assigned to, the COMMISSIONERS of NATIONAL EDUCATION.

ANTRIM.

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
1	4	4560	Point of Garron, . .	Carnlough, . .	4	Richard Wilson, Esq., .	Carnlough, .	27×15	68
2	9	1224	Edenderry, . . .	Belfast, . . .	2	M. Andrews, Esq., .	Belfast, . .	44×20	147
3	3	2902	Kirkhills, . . .	Dervock, . .	2	Rev. J. Bellis, . . .	Dervock, . .	25×15	55
4	3	3042	Bushmills, m.	Bushmills, . .	Town	Rev. H. Hamill, . .	Bushmills,	36×20	120
5	3	3043	Ditto, f.					36×20	120
6	3	6817	Ballyhorne, . . .	Portrush, . . .	5½	Rev. J. Huey, . .	Coleraine, . .	20×15	50
7	3	1353	Ballyverdough, m.	Ballycastle, . .	4	John H. Campbell, Esq.,	Ballycastle,	30×20	100
8	3	1787	Ditto, f.					30×20	100
9	5	42	Randalstown, m.	Randalstown, . .	Town	Rev. W. J. M'Auley, .	Randalstown,	24×21	84
10	5	5988	Ditto, f.					24×21	84
11	5	43	Fairnflough, . . .	Ditto, . . .	3	Ditto, ...	Ditto, . .	30×16	80
12	5	1632	Creggan, . . .	Ditto, . . .	3	Ditto, ...	Ditto, . .	30×16	80
13	9	5302	Dundrod, m.	Crumlin, . . .	4	Rev. William Magill, .	Crumlin,	30×18	90
14	9	5537	Ditto, f.					15×18	45
15	5	61	Cormevy, No. 2,	Templepatrick, .	3½	Rev. H. R. M'Creedy, .	Templepatrick, .	21×14	49
16	5	1352	Kilroot, . . .	Carrickfergus, . .	2	J. Borthwick, Esq., .	Carrickfergus, .	30×17	85
17	4	1227	Kilmore, . . .	Cushendall, . .	3	Rev. J. Fitzsimons, .	Cushendall, .	32×18	96
18	4	6007	Knocknacurry, m.	Ditto, . . .	4	Ditto, ...	Ditto,	30×20	100
19	4	6008	Ditto, f.					15×20	50
20	5	2224	Ballyrickartmore, . .	Larne. . . .	4	Rev. C. Porter, . . / Rev. J. Whiteford, . .	Larne, . .	24×16	64
21	4	5688	Carnlough, m.	Carnlough, . .	Town	Richard Wilson, Esq., .	Carnlough,	34×18	100
22	4	5389	Ditto, f.					34×18	100

ARMAGH.

1	20	6394	Ballinliss,		Newry,	6	Rev. H. Murphy,	Newry,	34×18	100
2	20	4414	Crossmaglen,	m.	Crossmaglen,	Town	Rev. M. Lennon,	Crossmaglen,	32×18	96
3	20	4415	Ditto,	f.					26×18	78
4	20	4728	Drumilly,		Camlough,	1½	Rev. J. Daly,	Mountnorris,	28×17	80
5	20	4729	Killean,	m.	Newry,	5	Rev. M. Murphy,	Newry,	35×22	128
6	20	4730	Ditto,	f.					35×22	128
7	14	4938	Lislea,		Madden, Keady,	1	Rev. James Macaulay,	Madden, Keady,	36×18	78

CAVAN.

1	18	129	Curlurgan,	m.	Cavan,	2	Rev. W. P. Moore,	Cavan,	19×14	44
2	18	5249	Ditto,	f.					19×14	44
3	19	1633	Edendugally,	m.	Bailieborough,	4	Mr. Richard Clarke,	Bailieborough,	27×19	85
4	19	3643	Ditto,	f.					29×19	85
5	24	1356	Kilnaleck,	m.	Kilnaleck,	Town	James Fay, Esq.,	Cavan,	48×16	128
6	24	1484	Ditto,	f.					48×16	128
7	24	1232	Ballynagh.	m.	Ballynagh,	„	Rev. Thomas Brady,	Crossdoney,	40×16	106
8	24	2763	Ditto,	f.					40×16	106
9	19	5162	Virginia,	m.	Virginia,	„	Rev. O. O'Reilly,	Virginia,	34×18	100
10	19	5163	Ditto,	f.					34×18	100
11	19	1359	Killeeter,	m.	Mullagh,	2	S. Winter, Esq.,	Trim,	40×16	106
12	19	2334	Ditto,	f.					40×16	106

DONEGAL.

1	1	2260	Ballybo,	Dunfanaghy,	5	Rev. H. M'Fadden,	Falcarragh, Dunfanaghy	33×22	121
2	7	4422	Gleneely,	Killygordon,	3	Rev. E. Boyle,	Stranorlar,	34×18	100
3	6	3978	Ballymagroarty,	Ballintra,	1	Mr. James Crawford,	Ballintra,	34×18	100
4	1	6849	Kerrykeel,	Milford. Ramelton,	4½	Rev. S. Martin,	Milford, Ramelton,	34×18	100
5	7	7137	Drumavish,	Stranorlar,	3	James Johnston, Esq.,	Stranorlar,	28×17	79
6	2	7189	Tullynavin,	Moville,	4	Rev. John Staples,	Moville,	30×20	100

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—County Donegal—*continued.*

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
7	1	7188	Meencarrigach,	Stranorlar,	3	Rev. D. E. Coyle,	Stranorlar,	30×20	100
8	6	6105	Ballinamore,	Cloughran, Stranorlar	8	Jeremiah O'Donnell, Esq.,	Ditto,	34×18	100
9	6	4418	Carrickboy, m.	Ballyshannon,	Town	Rev. J. Kelaghan,	Bundoran,	34×18	100
10	6	4419	Ditto, f.					34×18	100
11	6	6062	Letterfad,	Mountcharles,	4	Rev. J. Feely,	Mountcharles,	34×18	100
12	6	6063	Meentacreeghan,	Ditto,	5	Ditto,	Ditto,	34×18	100
13	6	6064	Glencoogh, m.	Ditto,	Town	Ditto,	Ditto,	34×18	100
14	6	6065	Ditto, f.					17×18	50
15	6	5874	Coolmore,	Ballyshannon,	4	Rev. D. M'Gettigan,	Ballyshannon,	34×18	100
16	6	5875	Cashelard,	Ditto,	4	Right Rev. Dr. M'Gettigan,	Ditto,	34×18	100
17	6	4420	Ballyshannon, m.	Ditto,	Town	Ditto,	Ditto,	34×18	100
18	6	4421	Ditto, f.					34×18	100
19	6	3134	Creevy,	Ditto,	2	Ditto,	Ditto,	34×18	100
20	1	1471	Carnaganaught,	Kilmacrennan,	3	J. C. Gone Wray, Esq.,	Milford, Ramelton,	26×16	69
21	1	175	Aughadocov,	Cresslough,	3	Rev. Thomas Daly,	Carrigart,	26×19	82
22	2	3492	Moville,	Moville,	Town	Rev. S. Marks,	Moville,	35×18	105
23	1	1164	Derrybeg,	Bunbegg,	2	Rev. J. Doherty,	Bunbegg, Dunfanaghy,	27×17	76
24	1	3294	Castlenagor,	Falcarragh,	7	Rev. H. M'Fadden,	Falcarragh, Dunfanaghy	34×18	100
25	1	4739	Gola,	Bunbegg,	3	Rev. John Doherty,	Bunbegg, Dunfanaghy,	20×13	43
26	1	5166	Bunaninver,	Ditto,	3½	Ditto,	Ditto,	34×18	100
27	1	5046	Meenacladdy,	Falcarragh,	4	Ditto,	Ditto,	34×18	100
28	1	4740	Knockastoter,	Bunbegg,	1	Ditto,	Ditto,	25×18	75
29	1	4741	Dore,	Ditto,	2¾	Ditto,	Ditto,	18×17	51
30	1	5164	Torry Island,	Falcarragh, Dunfanaghy	10	Rev. H. M'Fadden,	Falcarragh, Dunfanaghy	34×18	100
31	1	4738	Roshine,	Dungloe,	1½	Rev. J. O'Donnell,	Dungloe,	25×18	75
32	1	5734	Belcruit,	Ditto,	5	Rev. D. O'Donnell,	Ditto,	28×17	79

DOWN.

1	15	4743	Bright,	m.	Minorstown, Clough,	1½	E. Thellusson, Esq.,	Ardglass,	29×20	96
2	15	4744	Ditto,	f.					20×18	60
3	15	1245	Kinghill, or Clonduff,	m.	Letalion, Newry,	1	W. N. Barron, Esq.,	Letalion, Newry,	26×20	86
4	15	1485	Ditto,	f.					26×20	86
5	15	3979	Ashfield,		Dromore, Ashfield,	Town	D. Lindsay, Esq.,	Dromore, Ashfield,	25×18	75
6	15	5876	Rathfriland,	m.	Rathfriland,	Town	Rev. T. Brady,	Rathfriland,	34×18	100
7	15	5877	Ditto,	f.					34×18	100
8	15	200	Dromore,	m.	Dromore,	Town	Rev. W. B. Miniss,	Dromore,	33×18	99
9	15	201	Ditto,	f.					33×18	99
10	15	4745	Mullaghfarnahan,		Ditto,	3	W. E. Clarke, Esq.,	Ditto,	25×18	75
11	10	246	Ballycullen,		Newtownards,	1½	Rev. H. Moore,	Newtownards,	27×17	76

FERMANAGH.

1	6	3915	Aughagriffin,		Kesh,	3	J. Johnston, Esq.,	Kesh,	34×15	85
2	12	5784	Belcoo,		Blacklion,	¼	Rev. J. M'Guinness,	Letterbreen,	34×18	100
3	12	2869	Cules,		Lowtherstown,	3	Mr. Charles Hamilton,	Lowtherstown,	34×18	100
4	12	4423	Carrowkeel,		Tempo,	1	Rev. J. G. Porter,	Kilskerry, Omagh.	34×18	100
5	12	3267	Grove,		Ballinamallard,	2	Mr. W. Betty,	Ballinamallard,	34×18	100
6	12	1742	Lisded,		Derrygonnelly,	3	Rev. P. M'Kenna,	Derry,	29×15	73
7	12	3891	Lowtherstown,	m.	Lowtherstown,	Town	William Darcy, Esq.,	Lowtherstown,	54×24	216
8	12	3892	Ditto,	f.					54×24	216
9	12	2038	Monea,		Derrygonnelly,	3	Rev. P. M'Kenna,	Derrygonnelly,	30×16	80
10	12	5792	Rossinuremore,		Ditto,	5	Ditto,	Ditto,	34×18	100
11	12	3510	Sydare,		Ballinamallard,	1	Mr. J. Armstrong,	Ballinamallard,	34×18	100
12	12	3295	Liscrievan,		Lowtherstown,	1½	Robert Robinson, Esq.,	Lowtherstown,	36×18	108
13	12	4425	Ballindarragh,		Lisnaskea,	2	Rev. J. G. Porter,	Kilskerry, Omagh.	34×18	100

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—*continued.*

LONDONDERRY.

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
1	8	5676	Altayesky,	Draperstown,	4	John Stephenson, Esq.,	Tobermore,	24×20	80
2	8	5538	Claggin,	Cookstown,	5	Rev. Henry M'Caw,	Cookstown,	29×16	77
3	3	5809	Cornalridge,	Portrush,	2	Rev. James Huey,	Coleraine,	18×18	100
4	3	4191	Drummene,	Kilrea,	3½			16×18	
5	7	5550	Dernaflaw,	Dungiven,	1¼	Rev. J. M. Rodgers,	Kilrea,	28×18	83
6	7	5496	Glenrandle, m.	Cumber, Claudy,	3	Rev. P. Macfeely,	Dungiven,	28×15	70
7	7	5497	Ditto, f.			Rev. J. M'Donough,	Cumber Claudy,	20×18	60
								20×18	60
8	2	2780	Lisdillon,	Derry,	6	Robert Bond, Esq.,	Derry,	16×18	82
								12×18	
9	8	2895	Lemnaroy, m.	Castledawson,	1½	Mr. S. Cavin,	Magherafelt,	34×18	100
10	8	2896	Ditto, f.					18×18	54
11	7	5878	Templemoyle,	Feeny,	2	Rev. J. Kearney,	Feeny, Derry,	34×18	100

MONAGHAN.

1	19	5499	Ashburton,	Carrickmacross,	7	T. D. Trench, Esq.,	Carrickmacross,	34×18	100
2	19	5500	Aughnafarcon,	Ditto,	8	Ditto,	Ditto,	34×18	100
3	19	5114	Broomfield, Indus.	Ditto,	7	Ditto,	Ditto,	34×18	100
4	19	5501	Ballymackney,	Ditto,	3	Ditto,	Ditto,	34×18	100
5	19	5502	Blackstaff,	Ditto,	6	Ditto,	Ditto,	34×18	100
6	19	5113	Drumlusty,	Ditto,	3	Ditto,	Ditto,	34×18	100
7	19	5498	Kidnaminsha, Agr.	Ditto,	3	Ditto,	Ditto,	34×18	100
8	14	5341	Lisnagrieve,	Castleblayney,	4	James A. Ross, Esq.,	Monaghan,	34×18	100

TYRONE.

1	8	1142	Altmore,	m.	Cappagh, Pomeroy,	$\frac{1}{8}$	D. Shields, Esq.,	Dungannon,	36 × 20	120
2	8	1490	Ditto,	f.			P. Shields, Esq.,		32 × 16	86
3	13	4749	Aughee,		Omagh,	$3\frac{1}{2}$	Mr. A. Rogers,	Aughee, Omagh,	25 × 18	75
4	13	1624	Blackfort,	m.	Fintona,	3	Mr. D. Love,	Blackfort, Fintona,	20 × 15	50
5	13	2456	Ditto,	f.	Ditto,	3	Ditto,	Ditto,	15 × 15	33
6	13	4750	Ballyscally,		Clogher,	1	G. C. Brackenridge, Esq.,	Clogher,	27 × 18	81
7	9	1193	Carryeongan,		Castlederg,	5	Rev. H. M'Cullagh,	Castlederg,	21 × 14	45
8	12	2785	Crossan,		Trillick,	$2\frac{1}{2}$	Mr. William Wilson,	Trillick,	20 × 15	50
9	7	5254	Castledamp,		Newtownstewart,	9	Rev. C. Hamilton,	Newtownstewart,	35 × 19	105
10	7	1260	Donagheady,	m.	Strabane,	5	R. M'Crea, Esq.,	Strabane,	25 × 18	75
11	7	1889	Ditto,	f.					25 × 18	75
12	13	3988	Dooish,	f.	Drumquin,	$1\frac{1}{2}$	Rev. F. Davidson,	Drumquin,	25 × 18	75
13	13	4218	Ditto,	m.	Ditto,	2	Rev. F. O'Neill,	Ditto,	25 × 18	75
14	8	4926	Drumcraw,		Cookstown,	$1\frac{1}{2}$	J. K. Tener, Esq.,	Cookstown,	30 × 18	90
15	13	5677	Dressog,	Agr.	Dungiven,	$2\frac{1}{2}$	J. Anderson, Esq.,	Castlederg,	34 × 18	100
16	13	7404	Eskra,		Clogher,	6	Lieut.-Colonel Edwards,	Fintona,	43 × 17	105
17	12	3276	Feglish,	m.	Lowtherstown,	$1\frac{1}{2}$	J. Irwin, Esq.,	Lowtherstown,	34 × 18	100
18	12	3277	Ditto,	f.					34 × 18	100
19	7	5515	Killena,		Dunamana,	1	Mr. J. Brown,	Dunamana,	34 × 18	100
20	7	376	Lisnascreagh,		Newtownstewart,	$6\frac{1}{2}$	H. M'Crossan, Esq.,	Newtownstewart,	21 × 15	45
21	7	1380	Laught,		Castlederg,	5	Rev. J. M'Cullagh,	Castlederg,	27 × 14	63
22	7	5646	Letterbratt,	m.	Gortin,	4	Rev. C. Hamilton,	Newtownstewart	34 × 18	100
23	7	5678	Ditto,	f.					18 × 18	54
24	7	2781	Maghernageera,		Castlederg,	4	Rev. J. Love,	Castlederg,	28 × 14	65
25	13	5048	Mullaghbane,		Dromore, Omagh,	$3\frac{1}{2}$	Rev. J. R. Dill,	Dromore, Omagh,	25 × 18	75
26	13	3345	Reylaugh,		Omagh,	$4\frac{1}{2}$	Mr. J. Simpson,	Reylaugh, Omagh,	27 × 18	80
27	13	2487	Skelga,		Fintona,	2	John Johnston, Esq.,	Fintona,	28 × 17	76
28	7	4888	Scraghey,		Castlederg,	8	Mr. A. O'Neill,	Castlederg,	28 × 15	66
29	13	1262	Tanderagee,		Carrickmore,	4	Rev. P. Vincent,	Carrickmore,	27 × 15	67
30	7	1377	Tullymuck,		Newtownstewart,	5	H. M'Crossan, Esq.,	Newtownstewart,	30 × 18	90
31	13	6104	Tattymone,		Omagh,	$6\frac{1}{2}$	Mr. David Scott,	Tatnagole, Omagh,	34 × 18	100
32	7	3972	Upper Belix,		Plumbridge, Newtownstewart,	3	Mr. Q. Devine,	Plumbridge, Newtownstewart	34 × 18	100

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—*continued.*

CLARE.

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
1	36	1951	Ballinalacken, m.	Ennistymon, . .	7	Rev. Thomas Kelly, .	Ennistymon, .	34×18	100
2	36	3041	Ditto, f.					8×18	24
3	36	6435	Ballyvaughan, m	Ballyvaughan, .	Town	Rev. P. J. Ryder, . .	Ballyvaughan, .	34×18	100
4	36	6627	Ditto, f.					34×18	100
5	31	4437	Curragh Hill, . .	Feakle, . . .	7	S. Caswell, jun., Esq., .	Limerick, . .	34×18	100
6	37	4919	Cratloe, m.	Cratloe, . . .	¼	Rev. J. Bourke, . .	Cratloe, Limerick	24×21	84
7	37	4920	Ditto, f.					24×21	84
8	36	5267	Clonmadrum, . .	Milltown Malbay, .	7	Matthew Kelly, Esq., .	Kilrush, . .	34×18	100
9	36	4870	Doolin, m.	Doolin, . . .	Town	Rev. Thomas Kelly, .	Doolin, Ennis-tymon,	34×18	100
10	36	4871	Ditto, f.					34×18	100
11	37	6317	Derrynaveigh, . .	Kilkishen, . .	5	Rev. P. Quaid, . .	O'Callaghan's Mills	34×18	100
12	31	2439	Feakle, m.	Feakle, . . .	Town	Rev. J. Dore, . . .	Feakle, . .	42×19	130
13	31	2440	Ditto, f.					42×19	130
14	36	4842	Glancolumbkill, .	Corofin, . . .	9	William O'Bryen, Esq. .	Kinvarra, . .	34×18	100
15	36	6985	Glandree, . . .	Tulla, . . .	Town	Rev. J. Bowles, . .	Tulla, . .	25×18	75
16	36	2155	Kilfenora, m.	Kilfenora, . .	,,	Rev. A. Quinn, . .	Kilfenora, . .	30×20	125
17	36	2156	Ditto, f.					7×20	
								30×20	100
18	36	4133	Leitrim, m.	Kilrush, . . .	9	Rev. William Moloney, .	Kilrush, . .	34×18	100
19	36	4134	Ditto, f.					34×18	100
20	36	4135	Liscannor, m.	Lehinch, . .	2½	Rt. Rev. Dr. Fallon, .	Lehinch, . .	34×18	100
21	36	4136	Ditto, f.					34×18	100
22	36	4751	Lacken, m.	Kilrush, . . .	10	Rev. M. Dollard, . .	Kilrush, . .	23×21	77
23	36	4752	Ditto, f.					23×21	80
24	31	4561	Mountain view, .	Feakle, . . .	5	Rev. T. Honan, . .	Feakle, . .	36×18	106
25	36	1264	Moyrhee, m.	Ruan, . . .	3¾	Rev. J. Vaughan, . .	Ruan, Ennis, .	19×18	57
26	36	4682	Ditto, f.					19×18	57

27	36	4951	Moy, m.	Miltown Malbay,	4	Rev. J M'Mahon,	Miltown Malbay,	31×20	100
28	36	4952	Ditto, f.					31×20	100
29	37	5253	O'Callaghan's Mills, m.	O'Callaghan's Mills,	⅛	Rev. P. Quaid,	O'Callaghan's Mills,	46×21	160
30	37	5675	Ditto, f.					46×21	160
31	36	441	Ruan,	Ruan,	Town	H. O'Loughlin, Esq., Rev. H. Vaughan,	Ruan,	40×20	130
32	36	3204	Rathbane, m.	Ennistymon,	7	Rev. T. Kelly,	Ennistymon,	34×18	100
33	36	4252	Ditto, f.					34×18	100
34	36	3897	St. Bridget's, m.	Lehinch,	5	Right Rev. P. Fallon,	Lehinch,	28×18	84
35	36	4827	Ditto, f.					28×18	84
36	36	1842	Tulla, m.	Tulla,	Town	Rev. J. Bowles,	Tulla,	60×20	200
37	36	2703	Ditto, f.					38×20	126
38	36	3898	Toonagh, m.	Ennis,	4½	C. O'Brien, Esq., Mr. Thomas Greene,	Ennis,	34×18	100
39	36	4323	Ditto, f.					34×18	100

CORK.

1	48	4845	Derraconnery,	Glengariffe,	3	Rev. G. Roach,	Glengariffe,	25×18	75
2	48	6716	Deelis,	Drimoleague,	4	Rev. J. D. Credon,	Drimoleague,	34×18	100
3	46	6295	Freemount, m.	Freemount,	Town	Rev. R. O'Riordan,	Charleville,	34×18	100
4	46	6296	Ditto, f.					34×18	100
5	48	2379	Glengariffe,	Glengariffe,	1½	Rev. G. Roach,	Glengariffe,	30×20	100
6	46	4755	Glantane, m.	Glantane, Mallow,	¾	Rev. T. L. Murray,	Glantane, Mallow	34×18	100
7	46	4756	Ditto, f.					34×18	100
8	46	4837	Glanworth, m.	Glanworth,	¼	Rev. M. Moore,	Glanworth,	30×20	100
9	46	4838	Ditto, f.					30×20	100
10	49	2883	Knockskeagh,	Rosscarbery,	8	Rev. J. Donegan,	Rosscarbery,	34×18	100
11	47	4442	Kyle,	Killeagh,	3	Rev. M. Power,	Killeagh,	36×20	120
12	47	6850	Killea m.	Ditto,	Town	Rev. J. Howrie, Rev. M. Power,	Ditto,	34×18	100
13	47	6851	Ditto, f.					34×18	100
14	50	5477	Laragh,	Bandon,	3	Rev. J. O'Brien,	Bandon,	34×18	100
15	48	2117	Maulatrahane, m.	Skibbereen,	5	Rev. J. Donegan,	Rosscarbery,	30×20	100
16	48	3012	Ditto, f.					15×20	50
17	48	1388	Rossmacowan,	Castletown,	5	P. O'Sullivan, Esq.,	Castletown,	41×15	100

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—County Cork—*continued.*

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
18	46	5478	Rockchapel, m.	Newmarket,	10	Rev. J. Beechinor,	Newmarket,	21×21	73
19	46	5479	Ditto, f.				Mallow,	21×21	73
20	49	6009	Reenogreena, m.	Rosscarbery,	3	Rev. J. Donegan,	Rosscarbery,	34×18	100
21	49	6010	Ditto, f.					17×18	51
22	49	6457	Reenascreena,	Ditto,	4	S. Hungerford, Esq.,	Ditto,	34×18	100
23	48	4839	Shirkin Island, f.	Baltimore,	2	Rev. J. Wright,	Skibbereen,	25×18	75
24	48	5565	Trafask, m.	Castletown, Berehaven,	11	Rev. M. O'Leary,	Castletown,	34×18	100
25	48	5566	Ditto, f.				Berehaven,	34×18	100
26	46	7138	Meelin,	Newmarket,	4½	Rev. J. Beechinor,	Newmarket, Mallow	34×18	100
27	48	5567	Adrigoole, m.	Adrigoole,	Town	Rev. M. O'Leary,	Castletown,	34×18	100
28	48	5568	Ditto, f.					34×18	100
29	48	4836	Ballyhuskey,	Castletown,	2	Patrick O'Sullivan, Esq.,	Ditto,	17×18	51
30	46	4953	Ballyhas, m.	Cecilstown, Mallow,	1¼	Sir H. W. Beecher, Bart., J. W. Beecher, Esq.,	Mallow,	44×21	154
31	46	4954	Ditto, f.					31×17	88
32	47	5343	Ballynoe, m.	Conna,	3	Rev. James Walsh,	Conna, Fermoy,	34×18	100
33	47	5344	Ditto, f.					34×18	100
34	46	1867	Castlelyons, m.	Castlelyons,	Town	J. W. Perrott, Esq.,	Cleve-hill, Cork,	66×28	308
35	46	6845	Ditto, f.						
36	48	2112	Conscroneen, m.	Union Hall,	1½	Rev. R. Troy,	Castletownsend,	34×18	100
37	48	2113	Ditto, f.					34×18	100
38	46	4448	Clonmeen, m.	Banteer, Mallow,	2	Rev. E. J. Murphy,	Banteer, Mallow,	22×21	77
39	46	4449	Ditto, f.					22×21	77
40	48	4843	Castletown, m.	Castletown, Berehaven,	1	Rev. Michael Enright,	Castletown, Berehaven,	34×18	100
41	48	4844	Ditto, f.					34×18	100
42	46	5147	Clashbee,	Glantane, Mallow,	4	Rev. T. L. Murray,	Glantane, Mallow,	34×18	100
43	47	5345	Conna, m.	Conna,	¼	Rev. James Walshe,	Conna, Fermoy,	34×18	100
44	47	5346	Ditto, f.					34×18	100
45	49	5700	Clonkeen, m.	Rosscarbery,	5	Rev. J. Donegan,	Leap,	34×18	100
46	49	5701	Ditto, f.					34×18	100

47	48	5716	Castletownsend,	m.	Castletownsend,	1	Rev. R. Troy,	Castletownsend,	34×18	100
48	48	5717	Ditto,	f.					34×18	100
49	45	6717	Colthurst,	m.	Mill-street,	6	Rev. J. Tuomy,	Mill-street,	34×18	100
50	45	6718	Ditto,	f.					34×18	100
51	48	4444	Dooneen,	m.	Castletownsend,	3	Rev. R. Troy,	Castletownsend,	22×21	77
52	48	4445	Ditto,	f.					22×21	77

KERRY.

1	45	5970	Six-mile-bridge,		Killarney,	7	Rev. J. Shanahan,	Killarney,	34×18	100
2	48	4846	Gurtnabinnie,		Glengarriffe,	7	Rev. G. Roche,	Glengarriffe,	24×18	72
3	48	1396	Tulloha,	m.	Kenmare,	7	J. T. Trench, Esq.,	Kenmare,	18×17	50
4	48	7057	Ditto,	f.					18×17	50
5	41	4459	Currens,	m.	Castleisland,	5	Rev. C. Moynahan,	Castleisland,	29×21	100
6	41	4460	Ditto,	f.					21×13	45
7	45	2197	Spunkane,	m.	Waterville, Cahirciveen,	1	Rev. Thomas Lynch,	Waterville,	30×20	100
8	45	2198	Ditto,	f.				Cahirciveen,	30×20	100
9	45	4463	Masterguihy,		Ditto,	5	Rev. John Fitzmaurice,	Ditto,	40×18	120
10	45	5735	Keelnabrack,	m.	Glanbeigh,	½	Rev. J. Enright,	Glanbeigh, Killarney,	34×18	100
11	45	5736	Ditto,	f.					34×18	100
12	45	4762	Glenbeigh,	m.	Ditto,	2	Ditto,	Ditto,	34×18	100
13	45	4763	Ditto,	f.					34×18	100
14	45	2849	Kenmare,	m.	Kenmare,	Town	J. T. Trench, Esq.,	Kenmare,	32×22	117
15	45	2850	Ditto,	f.					28×22	100
16	45	5119	Cahir,		Ditto,	3	Rev. John O'Sullivan,	Ditto,	36×20	120
17	45	5235	Shelbourne,		Ditto,	3	Ditto,	Ditto,	44×18	100
18	45	5659	Litter,		Ditto,	6	Ditto,	Ditto,	27×18	80
19	45	5423	Goulane,		Ditto,	3	Ditto,	Ditto,	28×17	80
20	41	6227	Smerwick,	m.	Dingle,	10	Rev. W. Oberne,	Tralee,	34×18	100
21	41	6228	Ditto,	f.					34×18	100
22	41	4760	Clounclough,	m.	Castleisland,	3	Rev. C. Moynahan,	Castleisland,	34×20	113
23	41	4761	Ditto,	f.					30×20	100
24	48	1399	Daurus,	m.	Kenmare,	3½	John T. Trench, Esq.,	Kenmare,	18×17	50
25	48	7122	Ditto,	f.					18×17	50

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—County KERRY—*continued.*

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
26	45	5347	Direenanav, m.	Kenmare,	12	Rev. J. O'Sullivan,	Kenmare,	34×18	100
27	45	5348	Ditto, f.					34×18	100
28	48	5480	Lehud,	Ditto,	13	Rev. C. M'Carthy,	Ditto,	34×18	100
29	48	6091	Lansdown,	Ditto,	8	Ditto,	Ditto,	34×18	100
30	48	5484	Shelbourne, No. 2,	Ditto,	21	Ditto,	Ditto,	34×18	100
31	45	5169	Castlemaine, m.	Castlemaine,	Town	Rev. J. Carmody,	Castlemaine,	34×18	100
32	45	5170	Ditto, f.					34×18	100
33	45	1583	Glanaquillagh, m.	Killorglin,	4	Rev. G. O'Sullivan,	Killorglin,	32×17	90
34	45	5193	Ditto, f.					32×17	90
35	41	6113	Kilquane,	Dingle,	7	Rev. P. Mangard,		44×21	154
36	45	5186	Cirraghbeg, m.	Glanbeigh,	9	Rev. T. Enwright,	Glanbeigh,	34×18	100
37	45	*5326	Ditto, f.					34×18	100
38	41	4461	O'Dorney, m.	Tralee,	6	Rev. M. M'Mahon,	O'Dorney, Tralee	36×18	108
39	41	4462	Ditto, f.					36×18	108
40	41	5517	Magheras,	Castlegregory, Tralee,	4	Rev. J. O'Kane,	Castlegregory,	34×18	100
41	45	4759	Ruscussane, m.	Kenmare,	3	Rev. J. O'Sullivan,	Kenmare,	34×18	100
42	45	5349	Ditto, f.					40×18	120
43	45	5148	Geraghsallagh,	Ditto,	13	Ditto,	Ditto,	17×18	50
44	45	5422	Dirreen,	Ditto,	7	Ditto,	Ditto,	37×20	120
45	48	1398	Laragh,	Ditto,	15	J. T. Trench, Esq.,	Ditto,	50×20	166
			LIMERICK.						
1	42	4471	Drehedtarsna,	Adare,	1½	Rev. T. S. O'Grady,	Adare,	44×21	154
2	42	4466	Ballymartin,	Croom,	4	Rev. M. M'Cormack,	Croom,	36×18	108
3	42	4467	Killacolla, Agr. m.	Castletown Conyers,	3	Rev. J. Ryan,	Bruree,	34×18	100
4	42	4468	Ditto, f.					34×18	100

5	42	3231	Glinn, m.	Glin,	Town	Rev. J. Bunton,	Glin,	34×18	100
6	42	3232	Ditto, f.					34×18	100
7	39	7357	Ashford,	Newcastle,	,,	Rev. Rd. Scott,	Ashford,Newcastle,	34×18	100
8	39	4469	Feenagh, m.	Dromcolloher,	5	Rev. P. Benson,	Ballingarry,	34×18	100
9	39	4470	Ditto, f.					17×18	50
10	37	4764	Patrickswell, m.	Patrickswell,	Town	Rev. M. Casey,	Patrickswell,	22×21	77
11	37	4765	Ditto, f.				Limerick,	22×21	77
12	42	2813	Foynes, m.	Foynes,	,,	E. B. Thornburgh, Esq.,	Loghill,	34×18	100
13	42	2814	Ditto, f.					34×18	100
14	42	3786	Shanagolden m.	Shanagolden,	,,	Ditto,	Ditto,	34×18	100
15	37	5880	Murroe, m.	Murroe,	,,	Sir M. Barrington, Bart.,	Murroe,Limerick	34×18	100
16	37	5881	Ditto, f.					34×18	100
17	42	6516	Kildimo, m.	Pallaskenry,	3	Wm. Fitzgerald, Esq.,	Limerick,	34×18	100
18	42	6517	Ditto, f.					34×18	100

TIPPERARY.

1	32	5040	Eglish, m.	Borrisokane,	5	Rev. M. Bugler,	Borrisokane,	23×21	80
2	32	5041	Ditto, f.					19×21	66
3	32	3367	Annagh,	Birr,	3¾	Mr. J. Kennedy,	Birr,	34×18	100
4	43	596	Kilcash, m.	Clonmel,	9	Rev. J. Hyland,	Clonmel,	33×18	100
5	43	6874	Ditto, f.					33×18	100
6	38	4562	Ballyhurst,	Tipperary,	2½	Rev. James Howley,	Tipperary,	40×20	134

WATERFORD.

1	47	1395	Aglish, m.	Villierstown,	2	Lord Stuart De Decies and Rev. John O'Meara,	Cappoquin,	28×21	100
2	47	6735	Ditto, f.					22×21	77
3	47	6720	Carriglea,	Dungarvan,	2	Edward O'Dell, Esq.,	Dungarvan,	34×18	100
4	47	3490	Kilcalf, m.	Tallow,	3	Rev. Edward O'Donnell,	Tallow,	34×18	100
5	47	3491	Ditto, f.					34×18	100

* School suspended.

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—County WATERFORD—*continued.*

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
6	47	1830	Mulnahorna, m.	Dungarvan, . .	5	Rev. J. Mullins and Rev. J. Alcock, . . .	Dungarvan, .	40 × 16	106
7	47	2337	Ditto, f.					28 × 16	75
8	47	6279	Mountstuart, . .	Clashmore, . .	3	Lord Stuart De Decies and Rev. John O'Meara,	Cappoquin, .	34 × 18	100
9	47	1289	Tallow, f.	Tallow, . . .	Town	Rev. E. O'Donnell, . .	Tallow, . .	46 × 17	260

CARLOW—NIL.

DUBLIN.

1	29	6200	Booterstown, m.	Booterstown, . .	Town	Rev. John Ennis, . .	Booterstown, .	40 × 30	200
2	28	4930	Clontarf, m.	Clontarf, . . .	„	Rev. C. Rooney, . .	Clontarf, .	40 × 18	120
3	28	4931	Ditto, f.					40 × 18	120
4	29	3917	Ringsend, m.	Ringsend, . .	„	J. Vernon, Esq., . .	Wilton-square,	75 × 19	237*
5	29	3918	Ditto, f.					40 × 18	120
6	29	5471	Ditto, i.					32 × 18	96
7	29	1296	Stillorgan, m.	Stillorgan, . .	„	Rev. John Ennis, . .	Booterstown,	25 × 17	70
8	29	2472	Ditto, f.					25 × 17	70

KILDARE.

1	29	5350	Abbey, m.	Celbridge, . .	¼	H. Grattan, Esq. (Patron), C. Langdale, Esq. (Cor.),	Celbridge, .	34 × 18	100
2	29	5351	Ditto, f.					34 × 18	120

KILKENNY.

1	38	6017	Grane,	Urlingford,	$2\frac{1}{2}$	Rev. E. Kealy,	Urlingford	34×18	100
2	44	6518	Newmarket,	Knoctopher,	3	John De Montgomerency,	Knocktopher,	34×18	100
3	39	5649	St. Canice,	Kilkenny,	Town	Rev. J. Maher,	Kilkenny,	50×25	200
4	44	6183	Whitechurch,	Carrick-on-Suir,	3	Rev. C. Harte and John Blacket, Esq.,	Carrick-on-Suir,	$17\frac{1}{2} \times 17\frac{1}{2}$	100
							Piltown,	$17\frac{1}{2} \times 14$	
5	44	7139	Garrygang,	Mullinavatt,	5	John Blacket, Esq.,	Piltown,	30×20	100

KING'S.

1	32	6721	Ballyegan,	Birr,	$3\frac{3}{4}$	M. B. Mullins, Esq.	Fitzwilliam-square, Dublin,	34×18	100
2	32	5971	Cloghan, m.	Cloghan,	Town	J. Devery, Esq.,	Cloghan,	34×18	100
3	32	5972	Ditto, f.					34×18	100
4	32	5882	Emill,	Cloughjordan, Blue Ball,	3	Rev. M. Meagher,	Dunkerrin,	34×18	100
5	33	7191	Gortnamona,	Frankford,	$\frac{1}{2}$	Rev. W. Lynch,	Frankford,	25×18	75
6	32	5883	Moneygall,	Moneygall,	Town	Rev. M. Meagher,	Dunkerrin,	34×18	100

LONGFORD.

1	24	5115	Lenamore, m.	Lenamore,	Town	Rev. E. Duffy,	Lenamore,	34×18	100
2	24	5116	Ditto, f.					34×18	100

LOUTH—NIL.

*Also two class-rooms.

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—*continued.*

MEATH.

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-rooms.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
1	19	884	Carlanstown, m.	Carlanstown, Kells,	2½	H. Meredyth, Esq.,	Navan,	25 × 20½	85
2	19	6746	Ditto, f.					21 × 20½	70
3	19	4851	Slane, m.	Slane,	Town	Rev. D. O'Brien,	Stackallen, Navan,	34 × 18	100
4	19	4852	Ditto, f.					34 × 18	100

QUEEN'S.

1	34	4778	Killabin, m.	Ballylinan,	4	Rev. P. Hickey,	Ballylinan,	23 × 21	80
2	34	4779	Ditto, f.					21 × 21	72
3	34	1218	Rushes, m.	Athy,	9	Ditto,	Ditto,	45 × 16	120
4	34	3256	Ditto, f.					45 × 16	120
5	34	4776	Fairymount, m.	Crettyard,	2	Samuel Edge, Esq.,	Crettyard,	34 × 18	100
6	34	4777	Ditto, f.					34 × 18	100
7	34	4780	Luggecurrin, f.	Stradbally,	5	J. R. Price, Esq.,	Mountrath,	24 × 20	80
8	33	900	Oak,	Mountrath,	4½	Rev. P. Fitzpatrick,	Ditto,	30 × 14	70

WESTMEATH.

1	23	1430	Anchorsbower, m.	Athlone,	Town	Rev. K. Kilroe,	Athlone,	40 × 20	133
2	23	1493	Ditto, f.					40 × 20	133

WEXFORD.

1	40	5753	Baldwinstown,	Bridgetown,	1	Rev. G. L. O'Toole,	Wexford,	34×18	100
2	40	4479	Carrickburne,	Adamstown,	4	Thomas Boyd, Esq.,	New Ross,	36×18	108
3	40	5037	Courtmacuddy, m.	Clonroche,	3	Rev. F. Prendergast,	Clonroche,	22×21	77
4	40	5038	Ditto, f.					22×21	77
5	40	6959	Clonroche, m.	Ditto,	–	Rev. A. Brownrigg,	Ditto,	25×18	75
6	40	6960	Ditto, f.					25×18	75

WICKLOW.

1	35	5949	Rathdrum, m.	Rathdrum,	–	Rev. R. Galvin,	Rathdrum,	34×18	100
2	35	5950	Ditto, f.					34×18	100

GALWAY.

1	30	6260	Ardrahan,	Ardrahan,	1	J. W. Lambert, Esq.,	Craughwell,	34×18	100
2	21	3560	Cornamona,	Clonbur,	5	Rev. P. Waldron,	Clonbur,	34×18	100
3	31	4509	Castledaly,	Loughrea,	9	James Daly, Esq.,	Loughrea,	17×18	50
								17×18	50
4	31	5754	Craughwell, m.	Craughwell,	–	Rev. M. J. O'Fay,	Craughwell,	34×18	100
5	31	5755	Ditto, f.					34×18	100
6	23	6951	Cappagh,	Ballygar,	5	Thomas Davis, Esq.,	Mountbellew,	35×18	100
7	30	6319	Duras,	Kinvarra,	4	Rev. F. Arthur,	Kinvarra,	25×18	75
8	31	4504	Ganty,	Craughwell,	2	Peter Blake, Esq.,	Craughwell,	34×18	100
9	31	4790	Gort, m.	Gort,	–	Rev. T. Shannon,	Gort,	55×20	183
10	31	4791	Ditto, f.					55×20	183
11	30	4941	Kilkerrin,	Roundstone,	15	Michael Lynch, Esq.,	Barna, Galway,	34×18	100
12	31	6610	Kilmacduagh,	Gort,	4	Rev. T. Shannon,	Gort,	34×18	100
13	30	6396	Northampton,	Kinvarra,	2	James Mahen, Esq.,	Kinvarra,	25×18	75

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—County GALWAY—*continued.*

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-room.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
14	30	4506	Oranmore, m.	Oranmore,	–	Rev. J. E. Gill,	Oranmore,	34×18	100
15	30	4507	Ditto, f.					34×18	100
16	30	4786	Oughterard, m.	Oughterard,	–	Rev. J. Geraghty,	Ditto,	34×18	100
17	30	4787	Ditto, f.					34×18	100
18	31	4789	Peter's Well,	Gort,	5	Rev. P. O'Connor,	Gort,	34×18	100
19	30	6489	Sylane,	Tuam,	4	Thos. O. C. Donelan, Esq.,	Tuam,	34×18	100
20	30	7193	Murvey,	Roundstone,	3	J. C. Lyons, Esq.,	Kildare-st. Dublin,	30×15	75
21	23	1326	Trichill, m.	Ballygar,	2	Honorable G. Ffrench,	Ballyforan,	60×16	160
22	23	1521	Ditto, f.					60×16	160
23	31	1321	Woodford, m.	Woodford,	–	E. H. Burke, Esq.,	Loughrea,	40×20	133
24	31	1518	Ditto, f.					40×20	133
25	30	1645	Kinvarra, m.	Kinvarra,	½	D. J. Hynes, Esq.,	Kinvarra,	34×18	100
26	30	3057	Ditto, f.					34×18	100

LEITRIM.

1	11	5294	Askhill,	Ballyshannon,	3	F. La Touche, Esq.,	Leitrim,	34×18	100
2	11	5352	Cullentragh,	Glenfarn,	1¼	Ditto,	Ditto,	36×20	120
3	11	1649	Kiltyclogher, m.	Kiltyclogher,	–	Mrs. Tottenham and Mr. A. Primrose,	Glenfarm, Enniskillen,	22×18	66
4	11	2364	Ditto, f.					22×18	66
5	11	2178	Killabuggy,	Dromahair,	4	Rev. G. Geraghty,	Colooney,	42×18	126
6	11	3219	Killea,	Kiltyclogher,	2½	Mrs. Tottenham and Mr. A. Primrose,	Glenfarm, Enniskillen,	34×18	100

MAYO.

1	21	5122	Accony,		Louisburgh,	3	Rev. John Cather,	Westport,	34×18	100
2	22	1616	Ballyfarna,		Claremorris,	6	Hon. G. Brown,	Ballindine,	30×20	100
3	22	1676	Ballindine,	m.	Ballindine,	–	Ditto,	Ditto,	37×18	111
4	22	4828	Ditto,	f.					40×20	133
5	22	3946	Barnacogue,	m.	Swineford,	13	C. Strickland, Esq.,	Frenchpark,	25×21	88
6	22	3947	Ditto,	f.					20×21	70
7	22	3956	Ballaghaderrin,		Ballaghaderrin,	–	Ditto,	Ditto,	60×20	200
8	21	4796	Brackloon,		Westport,	5	R. Buchanan,	Westport,	34×18	100
9	21	5125	Ballyburke,		Ayle, Westport,	3	Rev. James Brown,	Ballyglass,	34×18	100
10	21	4797	Borris,		Louisburgh,	5	Dead,	—	34×18	100
11	21	5756	Burriscarra,	m.	Ballyglass,	2	Val. O'C. Blake, Esq.,	Ditto,	34×18	100
12	21	5757	Ditto,	f.					34×18	100
13	22	6048	Belcarra,	m.	Castlebar,	4	G. R. Acton, Esq.,	Castlebar,	30×20	100
14	22	6049	Ditto,	f.					30×20	100
15	22	6991	Ballyhaunis,	m.	Ballyhaunis,	–	F. R. O'Grady, Esq.,	Kilkelly, Swineford,	34×18	100
16	22	6992	Ditto,	f.					34×18	100
17	21	7374	Ballintubber,		Castlebar,	8	Rev. James Brown,	Ballyglass,	34×18	100
18	16	3027	Corclough,		Belmullet,	3	L. Lyons, Esq.,	Belmullet,	40×20	133
19	22	3944	Cloofane,	m.	Belahy,	3	C. Strickland, Esq.,	Frenchpark,	27×21	95
20	22	3945	Ditto,	f.					17×21	60
21	21	4108	Carraholly,		Westport,	3½	J. S. Smith, Esq.,	Westport,	34×18	100
22	21	4798	Carrakennedy,		Ditto,	8	Ven. Archdeacon Cather,	Ditto,	34×18	100
23	21	5121	Cloghernagh,		Castlebar,	4½	W. Levingstown, Esq.,	Ditto,	37×18	111
24	22	6723	Clogher,	m.	Ditto,	7	Thomas Brennan,	Ballyglass,	21×21	75
25	22	6724	Ditto,	f.					21×21	75
26	21	1675	Deradda,		Newport, Mayo,	2	Sir R. A. O'Donnell,	Newport, Mayo,	30×20	100
27	21	2308	Derreens,		Achill Sound,	4½	Ditto,	Ditto,	30×20	100
28	21	2309	Dooega,		Doogurt, Achill,	10	Ditto,	Ditto,	30×20	100
29	21	3299	Drumgallagh,		Castlehill, Bangor, Erris,	4	Rev. P. O'Rielly,	Castlehill, Bangor, Erris,	34×18	100
30	21	5126	Derrycroff,		Westport,	8	Ven. Archdeacon Cather,	Westport,	25×18	75
31	21	6722	Derryheigh,		Louisburgh,	8	J. W. Garvey, Esq.,	Louisburgh,	34×18	100
32	22	6762	Glencorrib	m.	Glencorrib,	–	Rev. M. Phew,	Headford,	34×18	100
33	22	6763	Ditto,	f.					34×18	100

VOL. I. L 2

I.—List of Ordinary National Schools vested in, or assigned to, the Commissioners—County Mayo—*continued.*

No.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-room.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
34	16	6852	Garracloon, m.	Ballina,	4	A. P. Stewart, Esq.,	Ramelton,	25×18	75
35	16	6853	Ditto, f.					25×18	75
36	21	1672	Kelmore,	Newport, Mayo,	2½	Sir R. A. O'Donnell,	Newport, Mayo,	30×20	100
37	22	3952	Kilmavee, m.	Ballaghaderrin,	4	C. Strickland, Esq.,	Frenchpark,	36×17	100
38	22	3953	Ditto, f.					17×17	48
39	21	4854	Killadangan,	Westport,	–	R. Buchanan, Esq.,	Westport,	34×18	100
40	21	4855	Kilsallagh,	Louisburgh,	3	J. C. Garvey, Esq.,	Ditto,	34×18	100
41	21	4856	Kilmore,	Westport,	–	Ven. Archdeacon Cather,	Ditto,	34×18	100
42	21	5123	Killadoon,	Louisburgh,	7	Ditto,	Ditto,	30×17	85
43	22	5472	Kilroe,	Headford,	3	Rev. M. Phew,	Headford,	34×18	100
44	21	6020	Killavalla,	Ayle, Westport,	2	Rev. James Brown,	Westport,	34×18	100
45	22	4793	Lowpark, m.	Belahy,	–	C. Strickland, Esq.,	Frenchpark,	30×20	100
46	22	4794	Ditto, f.					30×20	100
47	21	4795	Lankill,	Westport,	5	Ven. Archdeacon Cather,	Westport,	34×18	100
48	22	5120	Lehinch,	Hollymount,	2	Rev. D. Faulkner,	Hollymount,	40×18	120
49	21	5128	Louisburgh, m.	Louisburgh,	–	Ven. Archdeacon Cather,	Westport,	42×18	126
50	21	5129	Ditto, f.					42×18	126
51	21	6231	Lahardane,	Crossmolina,	–	Rev. P. M'Hale,	Crossmolina,	34×18	100
52	21	1674	Mulrany,	Newport, Mayo,	–	Sir R. A. O'Donnell,	Newport, Mayo,	30×20	100
53	21	2823	Murrisk, m.	Westport,	5	John C. Garvey, Esq.,	Westport,	30×20	100
54	21	2824	Ditto, f.					30×20	100
55	21	1670	Newport Pratt, m.	Newport, Mayo,	–	Sir R. A. O'Donnell,	Newport, Mayo,	40×20	133
56	21	4631	Ditto, i.					40×20	133
57	21	3906	Rosduane,	Westport,	5	Ditto,	Ditto,	34×18	100
58	21	2307	Slievemone,	Hogart, Achill,	3	Ditto,	Ditto,	30×20	100
59	21	3300	Shraughnamonagh,	Bangor, Erris,	9	Rev. P. O'Reilly,	Bangor, Erris,	34×18	100
60	21	3905	Skerdagh,	Newport, Mayo,	4	Sir R. A. O'Donnell,	Newport, Mayo,	34×18	100
61	21	1671	Trienbeg,	Ditto,	–	Ditto,	Ditto,	30×20	100
62	21	4494	Tiernacroaghy,	Westport,	8	—*	—	18×17	50

ROSCOMMON.

1	23	5650	Aughnadarry,		Strokestown,	3	Rev. John Boyd,	Roscommon,	34×18	100
2	23	1344	Ballintleva,	m.	Ballyforan,	3	Hon. G. French,	Ballyforan,	46×16	123
3	23	1524	Ditto,	f.					46×16	123
4	23	1866	Ballyforan,		Ditto,	–	Ditto,	Ditto,	33×20	110
5	23	5811	Ballagh,		Roscommon,	8	Bev. J. Hanley,	Roscommon,	34×18	100
6	23	5973	Ballyleague,		Lanesborough,	½	Rev. J. Boyd,	Ditto,	34×18	100
7	23	1607	Cornafulla,	m.	Athlone,	5	J. H. Walsh and W. H. Walsh, Esqrs.,	Croghan, Tullamore,	40×20	133
8	23	3604	Ditto,	f.					40×20	133
9	23	6106	Cornalassan,		Roscommon,	5½	Rev. John Boyd,	Roscommon,	34×18	100
10	17	6298	Callow,	m.	Frenchpark,	4	Rev. M. M'Donagh,	Frenchpark,	44×21	154
11	17	6299	Ditto,	f.						
12	22	4799	Frenchpark,		Ditto,	–	Ditto,	Ditto,	34×18	100
13	17	4111	Kiltrustan,	m.	Strokestown,	4	Very Rev. M. M'Dermott,	Strokestown,	22×21	77
14	17	4112	Ditto,	f.					22×21	77
15	23	4955	Knockcroghery,	m.	Lecarrow, Athlone,	2½	Rev. M. Coffey,	Lecarrow, Athlone,	34×18	100
16	23	4956	Ditto,	f.					34×18	100
17	23	4800	Rusky,	m.	Rusky,	¼	Rev. J. M'Nally,	Rusky,	34×18	100
18	23	4801	Ditto,	f.					17×18	50
19	17	5220	Woodbrook,		Carrick-on-Shannon,	4	Mrs. J. W. Kirkwood,	Carrick on-Shan.,	34×18	100
20	32	7195	Mountwelcome,		Thomastown,	2½	Daniel J. Mathews, Esq.,	Ballinasloe,	25×18	75

SLIGO.

1	11	4486	Achonry,	m.	Bunanadden,	3	Very Rev. Lord Mountmorris,	Bunanadden,	28×24	112
2	11	4487	Ditto,	f.					16×24	64
3	11	2013	Ballintogher,	m.	Dromahair,	3	Rev. G. Geraghty,	Dromahair,	32×18	96
4	11	2032	Ditto,	f.					18×18	54
5	16	1682	Clooneenmore,		Easky,	4	Rev. P. Flannelly,	Easky,	36×26	156
6	11	4802	Cloonmacan,	m.	Tubbercurry,	4	Rev. J. M'Hugh,	Tubbercurry,	10×26	43
7	11	4803	Ditto,	f.					21×21	73
									21×21	73

* Former Manager dead; no successor yet appointed.

TABLE II.—LIST of MODEL AGRICULTURAL SCHOOLS, Vested and Assigned to the Commissioners of National Education.

County.	District.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		No. and dimensions of School-room.	No. of Pupils which can be accommodated.
				Post Town.	Dist.	Name.	Post Town.		
					Miles.				
Antrim,	3	6737	Ballymoney, m.	Ballymoney,	Town	Commrs. of Nat. Educ.	Education Office,	34×18	100
Ditto,	3	6738	Ditto, f.					34×18	100
Ditto,	3	6739	Ditto, i.					30×18	90
Donegal,	1	4705	Dunleway,	Guidore,	5	Mrs. Russell,	Guidore, Dunfanaghy,		
Ditto,	1	6968	Templedouglass,	Letterkenny,	10	Commrs. of Nat. Educ.	Education Office,	45×18	201
								22×18	
Monaghan,	19	4885	Bath,	Carrickmacross,	5	J. W. Trench, Esq.,	Carrickmacross,	34×18	100
Clare,	37	3373	Sallybank,	Broadford,	4	Edward Bernard, Esq.,	George's-st., Limerick,	34×18	100
Cork,	49	1272	Glandore, m.	Glandore,	½	Commrs. of Nat. Educ.	Education Office,	60×20	200
Ditto,	49	2221	Ditto, f.					*60×20	200
Ditto,	46	5263	Farrahy, m.	Kildorrery,	3	Rev. W. M. Brady,	Kildorrery,	27×18	81
Ditto,	46	6834	Ditto, f.					18×18	54
Ditto,	50	6736	Munster,	Cork,	1	Commrs. of Nat. Educ.	Education Office,		
Limerick,	37	5564	Tervoe,	Clarina, Limerick,	1	Rev. J. O'Rourke,	Patrickswell, Limerick,	33×18	99
Ditto,	42	5643	Mt. Trenchard Central,*	Foynes,	1½	E. B. Thornburgh, Esq.	Lodghill,		
Tipperary,	43	5615	Gormanstown, m.	Ardfinnan,	2	John Bagwell, Esq.,	Clonmel,	30×18	90
Ditto,	43	6844	Ditto, f.					24×16	90
								10×16	
Ditto,	32	3694	Kyle Park, m.	Borrisokane,	2	Thomas G. Stoney, Esq.	Borrisokane,	30×18	90
Ditto,	32	4221	Ditto, f.					30×18	141
								22×14	
Ditto,	37	5424	Derrycastle,	Killaloe,	3	Francis Spaight, Esq.,	Killaloe,	30×20	100
Kilkenny,	44	5251	Woodstock,	Innistiogue,	3	Rt. Hon. W. F. Tighe,	Innistiogue,	30×20	100
King's,	27	824	Rahan,	Tullamore,	6½	Rev. Joseph Fitzgerald,	Tullamore,	40×24	160
Galway,	23	1320	Ballinakill, m.	Creggs,	3	Edward Dowell, Esq.,	Creggs, Roscommon,	40×20	133
Ditto,	23	1522	Ditto, f.					40×20	133
Leitrim,	17	1125	Leitrim, m.	Leitrim,	Town	F. La Touche, Esq.,	Leitrim,		
Ditto,	17	6730	Ditto, f.						

* No Literary School.

TABLE III.—LIST of DISTRICT MODEL SCHOOLS, Vested in or Assigned to the Commissioners of National Education.

County.	District No.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		Dimensions.	No. of Pupils which can be accommodated.	Observations.
				Post Town.	Dist.	Name.	PostTown.			
Armagh, .	20	5624	Newry, m.	Newry, . . .	Town	Commissioners of National Education.	Education Office, Dublin.	35×20	116	One class room, 20×15.
Ditto, .	20	5625	Ditto, f.					32×20	106	
Ditto, .	20	5626	Ditto, i.					28×20	93	
Antrim, .	4	5621	Ballymena, m.	Ballymena, . .	Town			35×20	116	Ditto, 20×15.
Ditto, .	4	5622	Ditto, f.					32×20	106	
Ditto, .	4	5623	Ditto, i.					28×20	93	
L. Derry, .	3	5618	Coleraine, m.	Coleraine, . .	Town			35×20	116	Ditto, 20×15.
Ditto, .	3	5619	Ditto, f.					32×20	106	
Ditto, .	3	5620	Ditto, i.					28×20	93	
Tipperary, .	43	5633	Clonmel, m.	Clonmel, . .	Town			35×20	116	Ditto, 20×15.
Ditto, .	43	5634	Ditto, f.					32×20	106	
Ditto, .	43	5635	Ditto, i.					28×20	93	
Meath, .	25	5630	Trim, m.	Trim, . . .	Town			45×25	187	Ditto, 25×12.
Ditto, .	25	5631	Ditto, f.					25×31	129	
Ditto, .	25	5632	Ditto, i.					28×25	116	
Galway, .	30	6212	Galway, m.	Galway, . .	Town			45×25	187	Ditto, 19×19.
Ditto, .	30	6213	Ditto, f.					31×25	129	
Ditto, .	30	6214	Ditto, i.					28×25	116	
Waterford, .	44	6974	Waterford, m.	Waterford, . .	Town			40×26	173	Five class rooms, 24×18 each.
Ditto, .	44	6975	Ditto, f.					40×26	173	One room, 30×24.
Ditto, .	44	6976	Ditto, i.					35×26	151	
Cork, . .	49	5636	Dunmanway, m.	Dunmanway, .	Town			35×20	116	One class room, 20×15.
Ditto, .	49	5637	Ditto, f.					32×20	106	
Cavan, .	19	5627	Bailieborough, m.	Bailieborough, .	Town			18×30	90	Ditto, 14×16.
Ditto, .	19	5628	Ditto, f.					18×30	90	
Kildare, .	34	6209	Athy, m.	Athy, . . .	Town			42×28	196	Ditto, 20×28.
Ditto, .	34	6210	Ditto, f.					48×28	196	
Ditto, .	34	6615	Ditto, i.					—	—	

TABLE III.—LIST of DISTRICT MODEL SCHOOLS, Vested in or Assigned to the Commissioners of National Education—*continued.*

County.	District No.	Roll No.	School.	Post Town of School, and distance of School from same.		Name and Post Town of Manager.		Dimensions.	No. of Pupils which can be accommodated.	Observations.
				Post Town.	Dist.	Name.	Post Town.			
Kilkenny, .	39	6981	Kilkenny, m.	Kilkenny, . .	Town	Commissioners of National Education.	Education Office, Dublin,	42×28	196	Three class rooms, 24×18 each
Ditto, .	39	6982	Ditto, f.					40×26	173	One class room, 25×18.
Ditto, .	39	6983	Ditto, i.					—	—	
Limerick, .	37	6970	Limerick, m.	Limerick, . .	Town			42×28	196	Two rooms, 24×18 each.
Ditto, .	37	6971	Ditto, f.					40×28	280	One room, 25×18.
Ditto, .	37	6972	Ditto, i.					30×28	140	Ditto, 30×20.
Ditto, .	37	6969	Ditto, agl.					—	—	Ditto, 20×14.
Antrim, .	9	6963	Belfast, m.	Belfast, . .	Town			82×30	410	Ditto, 19×20.
Ditto, .	9	6964	Ditto, f.					60×30	300	Two rooms, 19×30 each.
Ditto, .	9	6965	Ditto, i.					60×30	300	One room, 18×24.
Ditto, .	9	6966	Ditto, maritime					—	—	Six rooms—15×30; 52×30;
Ditto, .	9	6967	Ditto, agl.					—	—	14×30; 16×23; 57×28; 19×30.

TABLE IV.—LIST of METROPOLITAN MODEL SCHOOLS, Vested in or Assigned to the Commissioners of National Education.

Dublin, .	29	5640	West Dublin, m.	School-st., Dublin,	City	Commissioners of National Education.	Education Office, Dublin.	56×34	317	One class room, 20×10.
Ditto, .	29	5641	Ditto, f.					46×25	191	Ditto, 27×16.
Ditto, .	29	5642	Ditto, i.					46×25	191	Ditto, 19×17.
Ditto, .	28	4992	Glasnevin Indus., m.	Glasnevin, . .	Town			—	—	
Ditto, .	28	4993	Ditto, f					—	—	
Ditto, .	28	6978	Inchicore Rail., Mod., m.	Great Southern and Western Railway Office,	City			41×22	150	Ditto, 26×22.
Ditto, .	28	6979	Ditto, f.					22×32	117	
Ditto, .	28	6980	Ditto, i.					26×22	95	
Ditto, .	Under the Professors.	752	Central Model, m.	Education Office, Marlborough-st.,	City			83×53	733	Thirteen class rooms.
Ditto, .		753	Ditto, f.					83×53	733	
Ditto, .		1795	Ditto, i.					67×34	380	

APPENDIX C.

I. Operation Schools on the 31st December, 1855.

II. Building Schools on the 31st December, 1855.

III. Schools Struck off during the Year 1855.

IV. Suspended Schools on the 31st December, 1855.

V. Vested or Assigned Schools which received Repair Grants during the Year 1855.

VI. Teachers of National Schools who were paid Premiums.

VII. Teachers of Workhouse National Schools who were paid Gratuities.

VIII. Table containing Summaries produced from the foregoing Lists.

List of Five Thousand One Hundred and Twenty-four Schools in operation

ULSTER—

COUNTY OF ANTRIM—

Note.—Under the head "Class of Principal Teacher," the figures 1^1 represent First Division of the First Class; 1^2, Second the Second Class; 3^1, First Division of the Third Class; 3^2, Second Division of the Third Class; Prob., Probationer. Teachers R.C., Roman Catholic; Pres., Presbyterian; other Protestant Dissenters, Disst. In the column headed "*Vested or Non-Commissioners*; and B., those *secured* by *Bond*. Schools not having any of those letters are "*Non-Vested*."

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
1	1	Ardclinis,	Glenariffe,	55	20	75	33	11	44	43	24	1	–
2	2	Portglenone,	Killygarrin,	64	31	95	59	31	90	39	39	1*	–
3	3	Ahoghill,	Laymore,	43	27	70	31	29	60	25	31	1*	–
4	5	Gortgole,	Gortgole,	40	36	76	33	24	57	24	24	–	1
5	8	Ballyclog,	Crebilly,	55	26	81	42	22	64	28	20	1*	–
6	9	Shankill,	Donegal-street, m.	304	–	304	449	–	449	130	168	1* 1	–
7	10	Do.	Do. f.	–	292	292	–	223	223	102	144	–	1* 1
8	13	Do.	Upper Falls,	26	18	44	40	27	67	25	38	1	–
9	14	Do.	Ligoneil,	70	31	101	73	35	108	25	25	1*	–
10	17	Ballylinny,	Bruslee,	39	17	56	37	19	56	26	33	1	–
11	18	Do.	Palentine,	14	27	41	14	26	40	23	20	–	1
12	19	Do.	Ballylinny,	20	22	42	19	26	45	20	24	1*	–
13	20	Ballynure,	Skilganiban,	32	19	51	35	17	52	22	20	1	–
14	22	Rashee,	Tilderg,	42	21	63	27	22	49	36	29	1	–
15	23	Ballintoy,	Cloughcorr,	47	29	76	35	27	62	25	29	1	–
16	24	Cairncastle,	Cairncastle,	39	33	72	42	37	79	33	38	1	–
17	25	Carnmoney,	Carnmoney,	36	34	70	37	31	68	42	38	1	–
18	26	Do.	Do. No. 2,	75	–	75	62	–	62	41	36	1*	–
19	27	Do.	Whitehouse, m.	178	44	222	170	31	201	114	109	1*	–
20	30	Do.	Ballycraigy, No. 2, f.	22	40	62	–	46	46	39	29	–	1
21	31	Carrickfergus,	Carrickfergus, m.	123	16	139	131	18	149	91	97	1*	–
22	32	Do.	Do. f.	17	101	118	22	93	115	68	95	–	1*
23	36	Do.	Duncrew,	25	43	68	20	38	58	21	24	1	–
24	37	Do.	Loughmorne, No. 1,	30	25	55	32	23	55	25	34	1	–
25	38	Do.	Ballylaggan,	29	30	59	23	22	45	26	26	1	–
26	39	Drumaul,	Tannaghmore,	45	32	77	23	27	50	35	34	1*	–
27	40	Connor,	Upper Tawnybrake,	58	25	83	51	29	80	51	47	1*	–
28	41	Drumaul,	Magheralane,	35	20	55	46	17	63	18	30	1*	–
29	42	Do.	Randalstown,	69	–	69	98	–	98	46	51	1	–
30	43	Do.	Farinflough,	70	47	117	56	36	92	68	51	1	–
31	44	Dunaghy,	Glenraville,	33	18	51	28	19	47	25	30	1	–
32	45	Derryaghy,	Collin, Ordinary Agrl.,	21	13	34	20	23	43	15	25	1	–
33	47	Drumbeg,	Dunmurry, m.	60	13	73	68	11	79	36	43	1*	–
34	49	Dunean,	Moneynick,	42	21	63	53	31	84	33	42	1	–
35	52	Grange of Doagh,	Doagh,	69	31	100	61	20	81	68	51	1*	–
36	53	Doagh,	Ballyclare, No. 2,	85	–	85	74	–	74	51	46	1*	–
37	54	Ballyscullion Grange,	Taylorstown, South,	90	24	114	68	54	122	42	55	1*	–
38	55	Glynn,	Glynn Village,	20	12	32	19	14	33	19	15	1	–
39	56	Inver,	Ballysnodd,	19	27	46	27	34	61	21	31	1	–
40	58	Kilwaughter,	Craiganorne,	32	20	52	21	28	49	22	28	1	–
41	59	Do.	Kilwaughter,	64	–	64	63	–	63	21	29	1	–
42	60	Killead,	Kilcross,	49	18	67	49	31	80	32	46	1	–
43	61	Do.	Cormavey, No. 2,	44	30	74	39	33	72	25	30	1	–
44	62	Do.	Straidhavern,	16	15	31	19	20	39	15	22	–	1*
45	64	Do.	Ballyquillane,	39	39	78	30	26	56	31	31	1*	–
46	67	Kirkinreola,	Ballymena, f.	–	65	65	–	58	58	55	55	–	1
47	68	Kilroot,	Witchthorn,	20	23	43	27	30	57	28	36	1	–
48	69	Kirkinreola,	Clinty,	10	28	38	22	37	59	24	30	–	1*
49	76	Loughguile,	Magherahoney,	32	18	50	18	18	36	27	20	1	–
50	77	Do.	Keraghrun,	42	24	66	30	25	55	26	29	1*	–
51	78	Magheragall,	Ballycarrickmaddy,	70	46	116	81	59	140	65	79	1	–
52	79	Do.	Mullicarton,	19	15	34	37	19	56	14	25	1	–
53	80	Aghalee,	Megaberry,	54	32	86	46	24	70	35	43	1	–
54	81	Glynn,	Blackhill,	35	21	56	32	26	58	30	32	1*	–
55	82	Do.	Mullaghmossan,	40	47	87	64	61	125	44	64	1*	–

on the 31st December, 1855; with SUMMARIES in COUNTIES and PROVINCES.

1,882 Schools.

348 Schools.

Division of the First Class; 1^3, Third Division of the First Class; 2^1, First Division of the Second Class; 2^2, Second Division of marked thus * have been trained. Religious denominations of the teachers are expressed thus—E.C., Established Church; *Vested,*" the letters V.T. denote Schools *Vested* in *Trustees*; V.C., those *Vested* in *Commissioners*; A., those *assigned* to

Teachers, Assistants, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants.		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2^1	R.C.	–	–	–	–	–	1	0	11	8	—			24	0	0	2	0	0	—			[a]2	0	0		1
2^1	R.C.	–	–	–	–	–	1	1	15	2	—			24	0	0	7	3	7	—			7	3	7	V.T.	2
2^2	R.C.	–	–	–	–	–	1	0	5	0	—			22	0	0	6	10	0	1	12	0	8	2	0		3
Prob.	R.C.	–	–	–	–	–	1	0	19	8	—			23	18	4	3	7	5	—			3	7	5	V.T.	4
2^1	R.C.	–	–	–	–	–	1	0	10	9	—			24	0	0	3	6	6	6	0	0	9	6	6	V.T.	5
2^2 / 3^2	R.C.	–	–	–	1	–	3	4	0	5	—			55	18	4	11	3	4	61	0	0	72	3	4		6
1^3 / 3^1	R.C.	–	–	–	–	–	2	1	9	6	—			40	0	0	7	10	8	15	0	0	22	10	8		7
2^1	E.C.	–	–	–	–	–	1	1	18	11	—			31	16	8	8	2	6	—			[a]8	2	6		8
3^2	Pres.	–	–	–	–	–	1	2	12	11	—			16	0	0	4	6	2	—			[a]4	6	2	V.T.	9
P.	Pres.	–	–	–	–	–	1		—		—			19	0	0	3	17	6	—			3	17	6		10
3^1	Pres.	–	–	–	–	–	1		—		1	10	0	17	0	0	3	12	5	—			3	12	5		11
3^1	Pres.	–	–	–	–	–	1	1	5	10	—			19	0	0	3	3	6	19	11	6	4	15	0		12
3^1	Pres.	–	–	–	–	–	1	1	11	0	—			18	0	0	2	12	7	—			2	12	7	V.T.	13
3^1	Pres.	–	–	–	–	–	1	1	6	6	—			16	0	0	1	10	6	—			1	10	6		14
3^2	R.C.	–	–	–	–	–	1	1	4	10	—			17	0	0	4	19	0	—			4	19	0	V.T.	15
2^2	Pres.	–	–	–	–	–	1	1	0	1	—			22	0	0	6	10	0	2	15	0	19	5	0		16
3^1	E.C.	–	–	–	–	–	1	2	17	7	1	10	0	20	0	0	11	15	1	—			11	15	1		17
2^2	Pres.	–	–	–	–	–	1	2	13	3	1	10	0	22	10	0	12	7	9	—			12	7	9		18
2	Pres.	1	–	–	–	–	2	4	9	11	—			42	5	0	23	19	5	1	12	0	[a]25	11	5		19
3^1	Pres.	–	–	–	–	–	1	0	10	0	1	10	0	16	0	0	6	0	5	—			6	0	5		20
1^1	Pres.	1	–	–	–	–	2	6	8	9	—			59	1	8	38	15	0	—			38	15	0	B.	21
1^3	Pres.	–	1	–	–	–	2	3	6	3	—			36	10	0	23	18	6	—			23	18	6	B.	22
Prob.	Pres.	–	–	–	–	–	1	0	17	4	—			17	16	8	2	10	5	—			2	10	5		23
3^2	Pres.	–	–	–	–	–	1	1	2	2	1	11	6	14	11	8	4	19	9	—			4	19	9		24
3^2	Pres.	–	–	–	–	–	1	2	4	10	—			12	10	0	1	15	3	—			1	15	3		26
3^1	R.C.	–	–	–	–	–	1	1	14	1	—			19	0	0	5	5	4	—			5	5	4	V.T.	25
1^3	E.C.	–	–	–	–	–	1	3	8	10	—			28	10	0	11	16	3	1	0	0	12	16	3		27
3^1	R.C.	–	–	1	–	–	2	0	18	3	—			27	0	0	3	19	0	—			3	19	0		28
3^2	R.C.	–	–	–	–	–	1		—		—			25	15	0	5	4	1	—			5	4	1	A.	29
Prob.	R.C.	–	–	1	–	–	2	1	17	9	—			24	0	0	1	9	2	—			1	9	2	V.C.	30
Prob.	R.C.	–	–	–	–	–	1	0	17	0	—			12	10	0	1	0	0	14	15	0	15	15	0	V.T.	31
2^1	E.C.	–	–	–	–	–	1	0	12	2	—			29	0	0	2	0	0	4	11	6	6	11	6		32
1^2	Pres.	–	–	–	–	–	1	2	7	5	—			39	10	0	15	15	0	—			15	15	0		33
Prob.	R.C.	–	–	–	–	–	1	1	12	9	—			11	11	8	7	11	10	—			7	11	10		34
2^2	Pres.	–	–	1	–	–	2	2	18	10	—			41	6	8	15	0	0	—			15	0	0		35
1^2	Pres.	–	–	1	–	–	2	2	5	4	—			35	0	0	19	8	1	—			19	8	1		36
1^3	R.C.	–	–	–	–	–	1	2	13	10	—			28	10	0	7	14	11	1	5	0	18	9	11		37
3^2	E.C.	–	–	–	–	–	1	0	17	6	—			11	11	8	2	13	5	—			2	13	5		38
3^2	Pres.	–	–	–	–	–	1	0	10	7	—			16	0	0	4	4	4	—			4	4	4		39
3^2	Pres.	–	–	–	–	–	1	0	18	5	—			12	10	0	2	9	5	2	0	0	4	9	5		40
3^2	Pres.	–	–	–	–	–	1	0	17	4	—			23	6	8	5	11	7	2	0	0	7	11	7		41
2^2	Pres.	–	–	–	–	–	1	1	14	6	—			22	0	0	9	12	5	3	0	0	12	12	5		42
Prob.	Pres.	–	–	–	–	–	1	1	3	2	—			12	10	0	3	0	0	—			3	0	0	A.	43
2^2	Disst.	–	–	–	–	–	1	1	0	8	—			18	0	0	2	19	10	—			2	19	10		44
1^3	R.C.	–	–	–	–	–	1		—		—			28	10	0	11	3	2	—			11	3	2		45
2^1	Pres.	–	1	–	–	–	2	0	10	7	—			30	10	0	2	3	0	10	0	0	[a]12	3	0	V.T.	46
3^1	Pres.	–	–	–	–	–	1	1	10	11	—			19	0	0	8	5	6	—			8	5	6		47
2^2	Disst.	–	–	–	–	–	1	0	11	0	—			18	0	0	3	7	10	—			3	7	10	V.T.	48
Prob.	R.C.	–	–	–	–	–	1		—		—			28	18	4	1	19	6	—			[a]1	19	6		49
2^2	R.C.	–	–	–	–	–	1	0	17	9	—			22	0	0	4	12	6	—			4	12	6		50
1^3	Pres.	–	1	–	–	–	2	5	11	6	—			39	10	0	20	17	10	—			20	17	10		51
Prob.	Pres.	–	–	–	–	–	1	1	14	3	1	10	0	12	10	0	11	15	7	—			11	15	7		52
3^2	E.C.	–	–	–	–	–	1	2	8	10	—			16	0	0	14	0	0	—			14	0	0		53
2^2	Pres.	–	–	–	–	–	1	1	6	0	—			22	0	0	6	3	5	3	0	0	9	3	5		54
2^2	Pres.	–	–	1	–	–	2	0	10	5	1	17	6	31	0	0	10	3	6	3	0	0	13	3	6		55

[a] Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers. No.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
56	83	Ralloo, . .	Torreagh, . .	45	22	67	48	33	81	34	36	1	–
57	85	Do. . .	Ballyvallough, .	35	15	50	31	20	65	24	30	1	–
58	86	Ralloo, . .	Loughmorne, No. 2,	26	23	49	29	18	47	22	22	1	–
59	90	Shankill, .	Hannahstown, .	17	19	36	16	18	34	23	20	1	–
60	92	Do. . .	Hightown, . .	32	23	55	40	44	84	21	41	1*	–
61	93	Templepatrick,	Lylehill, . .	18	21	39	16	18	34	20	20	1	–
62	95	Do. . .	Ballyntoagh, . .	24	21	45	44	35	79	20	35	1	–
63	96	Do. . .	Malusk, m.	89	–	89	88	52	140	43	61	1*	–
64	98	Templecorran, .	Windygap, . .	33	18	51	23	21	44	27	32	1	–
65	99	Tickmacreevan,	Feystown, . .	40	24	64	39	37	76	29	28	1*	–
66	216	Grange of Doagh,	Ballyclare, . .	18	9	27	64	39	103	19	46	1	–
67	1200	Ardmoy, . .	Breen, m.	47	31	78	28	28	56	25	20	1*	–
68	1223	Ahoghill, . .	Watercloney, . .	41	13	54	42	51	93	26	35	1*	–
69	1224	Shankill, .	Edenderry, . .	154	60	214	154	85	239	91	63	1*	–
70	1225	Carrickfergus, .	Aldoo, . .	39	34	73	42	27	69	34	31	1	–
71	1226	Culfeightrin, .	Glenhesk, . .	38	29	67	23	18	41	28	26	1	–
72	1227	Layd, . .	Kilmore, . .	46	24	70	44	26	70	35	29	1	–
73	1351	Ballycor, . .	Ballycor, . .	34	19	53	38	21	59	20	25	1	–
74	1352	Kilroot, . .	Kilroot, . . .	26	13	39	33	17	50	24	30	1	–
75	1353	Culfeightrin, .	Ballyverdock, . .	31	22	53	30	19	49	24	21	1*	–
76	1476	Shankill, .	Frederick-street, i.	39	57	96	51	83	134	48	53	–	1*
77	1503	Ardmoy, .	Breen,[b] f.	–	–	–	–	–	–	–	–	–	–
78	1529	Island Magee, .	Mulloughboy, . .	66	35	101	77	49	126	48	63	1	–
79	1603	Ramoan, . .	Moyarget, f.	71	67	138	70	82	152	21	26	–	1*
80	1631	Rashee, . .	Ballynashee, . .	48	24	72	41	39	80	39	45	1*	–
81	1632	Dunean, . .	Creggan, . .	111	58	169	107	52	159	52	73	1*	–
82	1757	Carrickfergus, .	Straidnahanna, .	35	25	60	28	31	59	23	25	1	–
83	1758	Tickmacreevan,	Knockstaken. . .	40	22	62	36	23	59	25	24	1	–
84	1787	Culfeightrin, .	Ballyverdock,[b] f.	–	–	–	–	–	–	–	–	–	–
85	1943	Killead, . .	Gortnagallon, . .	33	25	58	37	32	69	32	37	1*	–
86	1944	Magheragall, .	Sheepwalk, . .	29	13	42	38	40	78	21	39	1*	–
87	1960	Grange of Ballyscullion,	Millquarter, . .	50	22	72	40	20	60	48	42	1	–
88	1963	Finvoy, . .	Dunloy, . . .	17	27	44	21	21	42	25	22	1	–
89	1979	Camlin, . .	Crumlin, . .	29	11	40	33	15	48	20	26	1	–
90	1992	Ballycor, . .	Ballyeast n, m.	62	13	75	59	18	77	40	44	1*	–
91	2011	Shankill, . .	Gymnasium, . .	548	53	601	514	20	545	123	114	1*	–
92	2014	Kerry, . .	Mullindreen, . .	47	24	71	39	23	62	24	25	1*	–
93	2114	Loughguile, .	Loughgiel, m.	43	–	43	55	5	60	18	35	1	–
94	2210	Cairncastle, .	Ballygilbert, . .	50	22	72	43	30	73	33	39	1	–
95	2218	Ballylinny, .	Carntall, . .	41	36	77	39	44	83	29	38	1*	–
96	2224	Rallo, . .	Ballyrickartmore, .	32	20	52	35	24	59	30	31	1*	–
97	2259	Skerry, . .	Correen, . .	25	24	[c]49	17	21	[c]38	[c]19	[c]14	1*	–
98	2265	Billy, . .	Carnmeen, . .	48	22	70	24	20	44	26	17	1*	–
99	2301	Culfeightrin, .	Craigfad, . .	34	25	59	25	19	44	23	16	1	–
100	2317	Rasharkin, .	Dunminning, . .	50	37	87	44	31	75	45	42	1*	–
101	2454	Larne, . .	Larne, Model Agricl.	90	–	90	92	–	92	43	50	1*	–
102	2455	Do. . .	Do. f.	–	63	63	–	72	72	29	30	–	1*
103	2462	Ballynure, .	Ballynerry, . .	21	25	46	28	29	57	29	35	1	–
104	2485	Larne, . .	Larne, i.	46	39	85	51	64	115	45	62	–	1*
105	2497	Island Magee, .	Mullaghdubh, . .	62	18	80	64	29	93	38	51	1	–
106	2500	Do. . .	Brownsbay, . .	30	23	53	40	29	69	35	46	1*	–
107	2501	Racavan, . .	Buckna, . .	62	34	96	54	32	86	39	43	1	–
108	2502	Templepatrick, West,	Carnanee, . .	32	25	57	35	30	65	30	35	1	–
109	2503	Skerry, . .	Little Ballymena, .	41	22	63	32	32	64	23	25	1	–
110	2507	Templepatrick,	Clackanduff, . .	43	20	63	33	14	47	34	31	1	–
111	2508	Skerry, . .	Killygore, . .	54	36	90	37	41	78	30	33	1	–
112	2509	Island Magee, .	Upper Kilcoan, .	21	14	35	28	24	52	19	29	1	–
113	2510	Do. . .	Lower Kilcoan, .	48	26	74	36	16	52	21	26	1	–
114	2551	Dunluce, . .	Ballytibbert, . .	76	50	126	75	41	116	51	41	1*	–
115	2554	Tullyrusk, .	Budore, . . .	35	25	60	30	20	50	32	29	1	–
116	2556	Billy, . .	Ballinagore, . .	31	13	44	28	12	40	21	25	1	–
117	2557	Derrykeighan, .	Tullybane, . .	18	17	35	13	15	28	35	26	1	–
118	2565	Drumaul, .	Seymour's-bridge, .	49	21	70	54	20	74	50	51	1	–

a Residence rent free for teacher.

b School temporarily closed.

on the 31st December, 1855.—Province of ULSTER: County of ANTRIM—*continued.*

Teachers. Class.	Religion.	Assistants. Males.	Assistants. Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries. School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
3[1]	Pres.	–	–	–	–	–	1	1 4 0	—	19 0 0	4 6 2	—	4 6 2		56
Prob.	Pres.	–	–	–	–	–	1	0 16 1	0 19 6	16 10 0	1 16 4	—	1 16 4		57
3[2]	Pres.	–	–	–	–	–	1	0 14 0	—	16 0 0	3 13 10	—	3 13 10		58
3[1]	R.C.	–	–	–	–	–	1	0 15 9	—	16 0 0	4 16 4	—	[a]4 16 4		59
2[2]	Disst.	–	–	–	–	–	1	0 11 6	0 19 6	18 1 8	7 0 5	—	7 0 5		60
3[2]	Disst.	–	–	–	–	–	1	1 8 0	—	16 0 0	3 11 2	—	3 11 2	B.	61
Prob.	Pres.	–	–	–	–	–	1	1 11 8	—	9 15 0	5 0 0	13 0 0	18 0 0		62
2[1]	Pres.	–	–	–	–	–	1	1 3 5	—	29 0 0	12 10 2	7 0 0	19 10 2		63
Prob.	Pres.	–	–	–	–	–	1	2 4 9	—	25 16 8	10 0 0	—	10 0 0		64
3[2]	R.C.	–	–	–	–	–	1	—	—	16 0 0	5 10 6	—	5 10 6	V.T.B	65
3[1]	Pres.	–	–	–	–	–	1	1 6 4	—	15 10 0	5 1 2	—	5 1 2		66
2[1]	R.C.	–	–	–	–	–	1	1 12 6	—	25 0 0	4 2 10	—	4 2 10	V.T.	67
2[2]	R.C.	–	–	–	–	–	1	—	—	22 0 0	1 4 1	—	1 4 1	V.T.	68
1[3]	Pres.	–	1	–	–	–	2	4 13 11	2 12 6	48 16 8	37 0 9	4 0 0	41 0 9	A.	69
3[1]	Disst.	–	–	–	–	–	1	2 5 5	1 10 0	15 15 0	4 7 4	—	4 7 4	V.T.	70
3[2]	R.C.	–	–	–	–	–	1	1 12 1	1 10 0	16 0 0	3 2 0	—	3 2 0	V.T.	71
3[2]	R.C.	–	–	–	–	–	1	2 0 9	1 10 0	16 0 0	1 16 2	0 5 0	2 1 2	A.	72
3[1]	Pres.	–	–	–	–	–	1	0 18 0	—	19 0 0	2 14 1	1 4 6	3 18 7	V.T.	73
2[2]	Pres.	–	–	–	–	–	1	2 13 2	—	22 0 0	9 9 9	—	9 9 9	A.	74
2[2]	R.C.	–	–	–	–	–	1	1 1 4	1 10 0	22 0 0	1 13 10	—	1 13 10	A.	75
1[1]	E.C.	–	1*	–	–	–	2	—	1 17 6	44 0 0	8 0 0	2 0 0	10 0 0		76
–	–	–	–	–	–	–	–	—	—	—	—	—	—	V.T.	77
2[2]	Pres.	–	–	–	–	–	1	3 9 0	—	22 0 0	10 9 3	0 18 0	11 7 3		78
3[1]	Pres.	–	–	–	–	–	1	—	—	16 0 0	4 6 3	—	[a]4 6 3		79
1[3]	Pres.	–	–	–	–	–	1	1 5 4	—	30 0 0	10 16 0	—	10 16 0	V.T.	80
1[3]	R.C.	–	–	1	–	–	2	2 16 4	—	36 10 0	11 18 4	—	11 18 4	A.	81
2[2]	Pres.	–	–	–	–	–	1	1 0 5	1 10 0	22 0 0	3 10 0	—	3 10 0		82
3[2]	R.C.	–	–	–	–	–	1	1 5 8	1 10 0	21 13 4	3 6 2	—	3 6 2		83
–	–	–	–	–	–	–	–	—	—	—	—	—	—	A.	84
2[2]	R.C.	–	–	–	–	–	1	0 13 4	—	22 0 0	8 9 0	—	8 9 0		85
3[1]	E.C.	–	–	–	–	–	1	0 7 10	—	19 0 0	8 10 0	—	8 10 0		86
3[2]	R.C.	–	–	–	–	–	1	1 9 2	—	14 0 0	3 10 0	—	3 10 0		87
Prob.	R.C.	–	–	–	–	–	1	—	—	7 10 0	1 18 0	—	1 18 0		88
2[2]	Pres.	–	–	–	–	–	1	1 3 6	—	22 0 0	4 1 5	8 0 0	12 1 5		89
1[3]	Pres.	–	–	–	–	–	1	4 7 11	1 10 0	28 10 0	13 14 6	1 3 1	14 17 7	V.T.	90
1[3]	Pres.	1*	–	–	–	–	2	11 1 3	—	51 18 0	62 13 1	—	62 13 1		91
3[1]	Pres.	–	–	–	–	–	1	0 17 2	—	20 10 0	6 0 0	—	6 0 0		92
3[2]	R.C.	–	–	–	–	–	1	1 0 2	1 10 0	16 0 0	2 10 6	—	2 10 6	V.T.	93
3[1]	Pres.	–	–	–	–	–	1	0 14 3	1 10 0	19 0 0	5 0 0	—	5 0 0		94
2[1]	Pres.	–	–	–	–	–	1	0 13 5	—	25 0 0	10 18 10	—	10 18 10		95
2[1]	Pres.	–	–	–	–	–	1	2 10 6	—	24 0 0	3 2 6	—	3 2 6	A.	96
3[1]	Pres.	–	–	–	–	–	1	0 13 2	1 10 0	22 10 0	—	—	—		97
3[2]	Pres.	–	–	–	–	–	1	2 0 6	1 10 0	19 6 8	5 10 0	—	5 10 0	V.T.	98
3[1]	R.C.	–	–	–	–	–	1	0 11 5	—	19 0 0	0 16 7	—	0 16 7		99
2[2]	Pres.	–	–	–	–	–	1	2 18 11	—	22 0 0	12 1 8	—	12 1 8		100
1[1]	R.C.	1	–	–	–	–	2	2 9 8	—	69 9 4	7 6 0	10 0 0	17 6 0	} VT	101
3[1]	Pres.	–	–	1	–	–	2	—	0 19 6	29 10 0	3 12 4	5 0 0	8 12 4		102
Prob.	Pres.	–	–	–	–	–	1	1 5 5	—	12 10 0	7 7 4	—	7 7 4		103
1[2]	Pres.	–	1	–	–	–	2	—	—	37 0 0	7 0 0	5 0 0	12 0 0	V.T.	104
3[2]	Pres.	–	–	–	–	–	1	2 4 0	—	17 10 0	10 19 5	—	10 19 5		105
2[2]	Pres.	–	–	–	–	–	1	2 10 0	—	22 0 0	11 8 7	—	11 8 7		106
Prob.	Pres.	–	–	–	–	–	1	1 9 10	—	14 10 0	8 0 0	—	8 0 0		107
3[2]	Pres.	–	–	–	–	–	1	—	—	16 0 0	2 10 7	—	[a]2 10 7		108
Prob.	Pres.	–	–	–	–	–	1	1 5 5	1 10 0	14 6 8	6 0 0	—	6 0 0		109
3[2]	Disst.	–	–	–	–	–	1	1 5 1	—	19 10 0	5 0 5	—	[a]5 0 5		110
Prob.	E.C.	–	–	–	–	–	1	0 10 3	—	14 5 0	5 7 2	—	5 7 2		111
3[2]	Pres.	–	–	–	–	–	1	1 5 4	—	16 0 0	6 10 8	—	6 10 8		112
2[2]	Pres.	–	–	–	–	–	1	1 6 3	—	22 0 0	5 14 4	—	5 14 4		113
1[3]	Disst.	–	–	–	–	–	1	1 8 4	—	18 0 0	6 19 5	—	[d]6 19 5		114
3[1]	R.C.	–	–	–	–	–	1	0 12 5	—	20 0 0	7 13 4	—	7 13 4		115
3[2]	Pres.	–	–	–	–	–	1	0 6 0	—	16 0 0	4 8 6	—	4 8 6		116
2[2]	Pres.	–	–	–	–	–	1	1 6 5	—	22 0 0	3 1 10	—	3 1 10		117
3[1]	Pres.	–	–	–	–	–	1	2 11 8	—	19 0 0	48 16 8	—	48 16 8		118

* Taken from Inspector's Report.

[d] Residence for teacher under a nominal rent.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept. 1855.	Males.	Females.
119	2567	Antrim,	Creevery,	40	31	71	41	35	76	29	39	1	–
120	2568	Nilteen Grange,	Rathmore,	36	25	61	26	27	53	39	29	1	–
121	2570	Ahoghill,	Glenhue,	35	19	54	33	36	69	21	30	1	–
122	2571	Connor,	Whapstown,	36	16	52	29	20	49	28	25	1	–
123	2572	Craigs,	Cullybackey,	108	–	108	95	–	95	47	50	1*	–
124	2573	Connor,	Lower Tannybrake,	–	–	[a]–	21	25	46	[a]–	23	1	–
125	2574	Kirkinreola,	Monaghan,	32	23	55	38	22	60	28	36	1	–
126	2575	Skerry,	Knockboy, f.	29	48	77	33	75	108	36	51	–	1*
127	2576	Glenwherry,	Clatteryknowes,	34	9	43	30	27	57	24	29	1	–
128	2577	Connor,	Connor, m.	46	21	67	41	21	62	30	30	1	–
129	2578	Skerry,	Braidujle,	55	23	78	48	21	69	41	40	1	–
130	2579	Ahoghill,	Moyassit,	34	14	48	40	20	60	25	30	1	–
131	2580	Drumaul,	Ballydunmaul,	19	16	35	40	25	65	17	30	–	1
132	2583	Connor,	Lislunan,	30	24	54	35	33	68	25	35	1	–
133	2587	Do.	Tardrea,	48	26	74	37	22	[d]59	22	[d]35	1	–
134	2588	Kilraught,	Ganaby,	47	28	75	39	30	69	51	46	1*	–
135	2589	Loughguile,	Clintyfinan,	279	146	425	289	163	452	40	36	1	–
136	2590	Connor,	Tullinamullin,	80	65	145	70	61	131	51	54	1	–
137	2592	Shankill,	Fountain-street, f.	–	233	233	–	305	305	98	132	–	1*
138	2593	Ballylinny,	Lisnalinchy,	56	26	82	52	32	84	38	36	1*	–
139	2594	Rasharkin,	Kilcreen,	40	36	76	28	35	63	39	26	1	–
140	2645	Ballymoney,	Garry,	31	42	73	27	30	57	23	28	1	–
141	2647	Do.	Seccon,	35	24	59	41	25	66	21	53	1	–
142	2649	Carnmoney,	White Abbey, m.	45	41	86	40	51	91	31	28	1*	–
143	2650	Do.	Do. f.	9	49	[d]58	14	62	76	[d]31	27	1*	–
144	2651	Connor,	Kells,	56	34	90	57	53	110	42	52	1*	–
145	2672	Shankill,	Townsend-street,	281	233	514	268	236	504	198	189	1*	1*
146	2674	Ballymoney,	Ballymoney, m.	70	–	70	72	–	72	40	25	1*	–
147	2683	Skerry,	Loughconnoly,	36	31	67	37	32	69	30	28	1	–
148	2699	Carnmoney,	Whitehouse, f.	29	152	181	15	191	206	87	94	–	1*
149	2719	Grange of Nalteen	Silversprings, f.	13	35	48	13	38	51	34	35	–	1
150	2720	Loughguile,	Ballynagashel,	52	28	80	47	41	88	31	46	1*	–
151	2721	Ahoghill,	Upper Largy,	77	45	122	66	52	118	43	42	1	–
152	2755	Shankill,	May-street, f.	–	101	101	–	122	122	41	45	–	1*
153	2764	Antrim,	Antrim, No. 1,	73	8	81	76	13	89	44	53	1*	–
154	2766	Do.	Mill-row,	49	26	75	48	27	75	40	46	1	–
155	2770	Shankill,	Cavehill Railway, m.	63	–	63	49	–	49	34	34	1*	–
156	2772	Kilwaughter,	Kilwaughter, f.	–	60	60	–	57	57	27	30	–	1*
157	2828	Glenavy,	Ballymacricket,	36	26	62	53	37	90	30	33	1	–
158	2838	Antrim,	Antrim, f.	4	53	57	6	54	60	29	35	–	1
159	2861	Tickmacreevan,	Carnablanagh,	40	24	64	30	25	55	20	20	1	–
160	2902	Ballymoney,	Kirkhills,	43	27	70	34	27	61	36	33	1*	–
161	2917	Billy,	Defferick,	55	21	76	38	38	76	36	35	1	–
162	2920	Racavan,	Racavan,	72	49	121	78	43	121	35	35	1	–
163	2921	Shankill,	May-street, Belfast, m.	208	–	208	193	–	193	55	60	1*	–
164	2922	Rasharkin,	Ballymaconly,	36	24	60	34	32	66	28	26	1	–
165	2923	Dunaghy,	Newtown, Crumlin,	40	20	60	36	40	76	21	33	1	–
166	2924	Rasharkin,	Bellaughey,	38	39	77	36	35	71	40	40	1*	–
167	2925	Kilbride,	Ballyvoy,	44	22	66	47	30	77	29	32	1*	–
168	2926	Glenwherry,	Craigs,	35	25	60	35	21	56	35	31	1	–
169	2984	Dunluce,	Kilmoyle,	46	33	79	39	32	71	26	25	1*	–
170	2985	Drumaul,	Magherabeg,	39	11	50	40	28	68	24	30	1*	–
171	3028	Billy,	Sinearl,	43	20	63	29	26	55	36	30	1*	–
172	3037	Shankill,	Forth River,	111	68	179	140	88	228	68	89	1*	–
173	3042	Billy,	Bushmills, m.	56	–	56	49	–	49	38	34	1*	–
174	3043	Do.	Do. f.	3	61	64	3	53	56	35	35	1*	1*
175	3047	Killead,	Ballyrobin, No. 1,	23	13	36	32	24	56	25	30	1	1*
176	3048	Shankill,	Belfast P. L. U.	459	322	781	415	285	700	387	404	1	–
177	3071	Ahoghill,	Tullaghgarley,	70	33	103	65	31	96	43	47	1*	–
178	3088	Kirkinreola,	Parade,	52	29	81	69	41	110	24	49	1*	–
179	3090	Rasharkin,	Dromore,	40	10	50	51	17	68	19	25	1	–

[a] Closed this half-year.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of ULSTER: County of ANTRIM—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1854.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	Pres.	–	–	–	–	–	1	1	9	10	—			10	13	4	7	7	2	—			[b]7	7	2		119
Prob.	Pres.	–	–	–	–	–	1	1	10	5	—			17	10	0	6	18	8	—			6	18	8		120
3[1]	Pres.	–	–	–	–	–	1	1	3	9	—			20	10	0	8	0	0	—			8	0	0		121
Prob.	Pres.	–	–	–	–	–	1	1	16	7	—			12	0	0	4	0	0	—			4	0	0		122
1[3]	Pres.	–	–	–	–	–	1	4	17	5	—			37	15	0	15	17	11	—			15	17	11		123
1[3]	Pres.	–	–	–	–	–	1	0	13	5	—			—			—			—			—				124
3[2]	Pres.	–	–	–	–	–	1	1	1	10	—			16	10	0	5	1	0	18	5	0	23	6	0		125
1[2]	Pres.	–	–	–	–	–	1	1	12	1	—			28	0	0	8	0	0	1	10	0	[b]9	10	0		126
3[2]	Pres.	–	–	–	–	–	1	1	9	4	1	10	0	11	11	8	4	6	3	—			4	6	3		127
3[2]	Pres.	–	–	–	–	–	1	0	10	8	—			16	0	0	4	13	3	5	5	0	9	18	3		128
3[1]	Pres.	–	–	–	–	–	1	1	13	3	—			20	10	0	12	3	6	[c]2	10	0	14	13	6		129
2[2]	Pres.	–	–	–	–	–	1	1	14	4	—			22	0	0	5	19	6	—			5	19	6		130
Prob.	E.C.	–	–	–	–	–	1	0	18	0	1	10	0	7	13	4	4	0	0	—			4	0	0		131
3[1]	Disst.	–	–	–	–	–	1	0	10	5	—			17	10	0	6	10	0	—			6	10	0		132
Prob.	Pres.	–	–	–	–	–	1	1	12	4	—			12	3	4	2	13	0	—			2	13	0		133
1[2]	Pres.	–	–	–	–	–	1	1	3	0	—			38	6	8	14	8	0	1	0	0	15	8	0		134
3[2]	Pres.	–	–	–	–	–	1	1	12	3	—			16	0	0	6	0	0	16	0	0	22	0	0		135
3[2]	Pres.	–	–	–	–	–	1	2	12	7	—			16	0	0	7	15	0	—			7	15	0		136
1[1]	Pres.	–	1	1	–	–	3	4	19	0	—			48	8	4	15	0	0	—			[b]15	0	0		137
3[1]	Pres.	–	–	–	–	–	1	0	11	6	—			19	0	0	3	19	6	1	11	6	5	11	0		138
Prob.	Pres.	–	–	–	–	–	1	1	13	5	—			11	6	8	5	4	0	11	0	0	16	4	0		139
Prob.	Pres.	–	–	–	–	–	1	1	6	8	—			17	6	8	5	9	10	—			5	9	10		140
2[2]	Pres.	–	–	1	–	–	2	0	7	8	—			30	0	0	3	0	8	—			3	0	8		141
2[1]	Pres.	–	–	–	–	–	1	2	3	1	—			29	15	0	5	6	1	—			5	6	1		142
2[2]	Pres.	–	–	–	–	–	1		—		—			24	10	0	7	4	0	—			7	4	0		143
3[2]	Pres.	–	–	–	–	–	1	0	17	0	—			16	0	0	8	15	3	—			8	15	3		144
{1[2] / 1[2]}	Pres.	1	1	–	–	–	4	17	2	8	5	12	6	98	8	4	77	11	3	—			77	11	3		145
1[2]	R.C.	–	–	–	–	–	1		—		—			23	0	0	4	16	8	—			4	16	8		146
Prob.	Pres.	–	–	–	–	–	1	1	16	6	—			12	10	0	3	14	0	—			3	14	0		147
3[1]	Pres.	–	1	–	–	–	2		—		2	5	0	35	3	4	6	5	9	—			6	5	9		148
2[2]	Pres.	–	–	–	–	–	1	0	15	8	—			18	0	0	9	0	0	—			9	0	0		149
1[2]	Pres.	–	–	–	–	–	1	2	12	11	—			34	0	0	8	18	6	0	1	6	9	0	0		150
3[1]	Pres.	–	–	–	–	–	1	1	10	9	1	17	6	20	10	0	6	10	1	—			6	10	1		151
1[2]	R.C.	–	1	1	–	–	3	2	2	0	1	17	6	44	6	8		—		12	0	0	12	0	0		152
1[2]	R.C.	–	–	–	1	–	2		—		1	17	6	38	3	4	9	0	8	—			9	0	8	V.T.B	153
3[1]	Pres.	–	–	–	–	–	1	2	0	11	1	10	0	19	0	0	14	10	8	—			14	10	8		154
2[1]	Pres.	–	–	–	1	–	2		—		2	9	6	23	11	8	12	10	3	—			12	10	3	V.T.	155
1[1]	Pres.	–	–	–	–	–	1		—		1	10	0	30	10	0	6	9	8	2	0	0	8	9	8	V.T.	156
2[2]	R.C.	–	–	–	1	–	2	0	15	8	1	10	0	23	6	8	3	7	7	—			3	7	7		157
Prob.	R.C.	–	–	1	–	–	2		—		1	10	0	23	0	0	2	19	8	—			2	19	8	V.T.B	158
3[2]	Pres.	–	–	–	–	–	1		—		1	10	0	16	0	0	0	12	0	—			0	12	0		159
2[2]	Pres.	–	–	–	–	–	1	2	9	0	1	10	0	22	0	0	2	10	0	24	0	0	26	10	0	A.	160
3[2]	E.C.	–	–	–	–	–	1	2	17	8	1	10	0	15	3	4	5	2	10	—			5	2	10	V.T.	161
Prob.	Pres.	–	–	–	–	–	1	1	14	2	1	10	0	12	10	0	8	0	0	—			8	0	0		162
2[1]	R.C.	–	–	–	1	–	2	0	18	0	—			31	3	4		—		15	0	0	15	0	0		163
3[2]	Pres.	–	–	–	–	–	1	1	10	1	1	10	0	16	0	0	5	13	3	16	10	0	22	3	3		164
3[2]	Pres.	–	–	–	–	–	1	1	11	6	1	10	0	16	0	0	3	11	11	—			3	11	11		165
2[1]	Pres.	–	–	–	–	–	1	2	11	10	1	10	0	24	0	0	3	15	2	—			3	15	2		166
2[2]	Pres.	–	–	–	–	–	1	1	12	0	1	10	0	22	0	0	8	0	0	—			8	0	0		167
3[1]	Pres.	–	–	–	–	–	1	0	11	0	1	10	0	16	0	0	7	8	7	—			7	8	7		168
2[2]	Pres.	–	–	–	–	–	1		—		1	10	0	22	0	0	4	5	0	—			4	5	0		169
3[1]	Pres.	–	–	–	–	–	1	1	5	6	1	10	0	14	10	0	6	16	0	—			6	16	0		170
3[1]	Pres.	–	–	–	–	–	1	2	10	9	1	10	0	19	0	0	5	10	8	—			5	10	8	V.T.	171
2[1]	E.C.	1	–	–	1	–	3	3	4	9	1	17	6	37	11	8	37	19	3	2	0	0	39	19	3		172
1[3]	Pres.	–	–	–	–	–	1		—		2	9	6	28	10	0	12	0	10	—			12	0	10	A.	173
3[1]	Pres.	–	–	–	–	–	2	0	10	3	1	10	0	16	0	0	9	2	4	—			9	2	4	A.	174
{3[2] R.C. / 2[1] Disst.}		–	–	–	–	–	2	1	5	11	1	10	0	16	0	0	7	8	2	—			7	8	2		175
2[1]	Pres.	–	–	–	–	–	1	7	8	7	6	12	0	10	0	4		—		—				—			176
2[1]	Pres.	–	–	–	–	–	1	7	8	7	6	12	0	10	0	4		—		—				—			176
1[2]	Pres.	–	–	–	1	–	2	1	15	10	1	10	0	36	0	6	18	0	0	—			18	0	0		177
3[1]	Pres.	–	–	–	–	–	1	2	5	11	1	17	6	17	10	0	5	3	6	—			5	3	6		178
Prob.	Pres.	–	–	–	–	–	1	1	1	1	1	10	0	13	10	0	3	5	8	—			3	5	8		179

[c] In lieu of residence.

[d] Taken from the Inspector's Report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Female	Total.	Males.	Females	Total.			Males.	Females
180	3091	Shankill,	Victoria-place,	236	128	364	228	139	367	119	138	1*	–
181	3092	Kirkinreola,	Craigywarren, Upper,	29	31	60	40	56	96	26	45	–	1
182	3130	Ballycor,	Ballyeaston, f.	27	62	89	21	74	95	52	55	–	1*
183	3140	Drumaul,	Terrygowan,	36	17	53	46	31	77	29	40	1	–
184	3153	Ahoghill,	Ahoghill, No. 2,	76	20	96	55	16	71	63	48	1	–
185	3173	Cairn Castle,	Killyglen,[a]	–	–	–	–	–	–	–	–	–	–
186	3196	Drumaul,	Caddy,	30	18	48	50	29	79	25	46	1	–
187	3207	Rasharkin,	Killycowan,	30	15	35	31	39	70	23	36	1*	–
188	3241	Ticknacreevan,	Aughagash,	55	34	89	30	28	58	32	32	1*	–
189	3304	Rasharkin,	Rasharkin,	58	23	76	58	48	106	38	34	1	–
190	3305	Ballymoney,	Culduff,	44	27	71	40	26	66	33	35	1	–
191	3306	Do.	Ballygablin,	16	20	36	26	19	45	32	29	1	–
192	3307	Ahoghill,	Carninny,	45	21	66	50	39	89	35	49	1*	–
193	3354	Raloo,	Ballyrickartbeg,	52	27	79	44	24	68	18	19	1	–
194	3355	Ahoghill,	Straid,	34	39	73	41	44	85	38	41	1	–
195	3409	Shankill,	Birch-street,	114	64	178	128	81	209	60	78	1	–
196	3531	Inver,	Larne and Inver,	41	14	55	49	18	67	35	40	1*	–
197	3535	Cairn Castle,	Cairn Castle,	40	41	81	33	35	68	29	31	1*	–
198	3583	Racavan,	Lisnamurrikin,	51	31	82	29	24	53	30	26	1*	–
199	3592	Kirkinreola,	Guys Free,	118	–	118	152	–	152	51	80	1*	–
200	3605	Ahoghill,	Ballymontonagh,	55	30	85	44	48	92	31	37	1*	–
201	3613	Derrykeighan,	Knockanbuoy,	20	20	40	18	27	45	29	29	–	1
202	3648	Billy,	Moycraig,	72	16	88	50	28	78	45	32	1	–
203	3652	Ramoan,	Ballycastle, P.L.U.	24	31	55	21	26	47	19	18	–	1
204	3653	Larne,	Larne, P.L.U.	41	41	82	47	42	89	63	63	1	1
205	3680	Ballymoney,	Ballymoney, P.L.U.	43	51	94	43	46	89	68	68	1	1
206	3729	Killead,	Ballyrobin, No. 2,	40	36	76	40	46	86	33	45	1*	–
207	3768	Racavan,	Broughshane, No. 2,	59	27	86	54	44	98	59	66	1*	–
208	3788	Grange of Muckamore,	Oldstone,	20	16	36	19	19	38	17	18	1	–
209	3817	Loughguile,	Knockahollett,	54	24	78	54	55	109	30	49	1*	–
210	3830	Ballymoney,	Drumhaigles,	25	10	35	26	8	34	23	22	1	–
211	3843	Kirkinreola,	Ballymena, P.L.U.	51	47	98	29	63	92	50	59	1	1
212	3850	Connor,	Moorfields,	32	28	60	27	16	43	25	25	1	–
213	4015	Ballycor,	Ballyboley,	58	22	80	45	27	72	30	42	1*	–
214	4020	Kilbride,	Kilbride,	55	24	79	38	21	59	35	29	1*	–
215	4140	Dunaghy,	Ballybogie,	36	22	58	35	44	79	20	30	1	–
216	4164	Connor,	Ballee,	41	20	61	32	22	54	15	30	1	–
217	4179	Kilbride,	Newmill,	24	16	40	30	27	57	20	33	1*	–
218	4223	Lisburne,	Lisburne, m.	123	–	123	142	–	142	38	54	1	–
219	4224	Do.	Do. f.	–	100	100	–	83	83	24	30	–	1
220	4232	Portglenone,	Gortfad,	21	16	37	16	14	30	20	20	1	–
221	4287	Finvoy,	Galdenagh,	60	37	97	39	33	72	27	26	1*	–
222	4355	Portglenone,	Aughnacleagh,	22	18	40	30	32	62	26	34	1	–
223	4359	Tickmacreevan,	Glenarm, f.	–	89	89	–	90	90	52	53	–	1*
224	4379	Glenavy,	Sandhills,	37	15	52	35	15	50	27	31	1*	–
225	4404	Ballymoney,	Balnamore,	49	14	63	39	18	57	39	35	1*	–
226	4529	Do.	Tullynahinion,	28	16	44	37	27	64	80	27	1	–
227	4530	Nilteen Grange,	Islandbawn,	51	25	76	57	23	80	44	55	1*	–
228	4531	Shankill,	Millfield,	58	22	80	99	47	146	41	58	1	–
229	4536	Do.	Lodgemill, No. 1,	123	44	167	135	75	210	66	101	1	–
230	4560	Ardclinis,	Point of Garron,	34	25	59	20	16	36	25	28	1*	–
231	4564	Carnmoney,	Monkstown,	61	11	72	62	16	78	46	46	1	–
232	4565	Tickmacreevan,	Glenarm, m.	126	12	138	126	13	139	95	85	1*	–
233	4625	Dunaghy,	Carnbeg,	62	54	116	41	36	77	40	35	1	–
234	4671	Antrim,	Mill-row, f.	4	40	44	8	73	81	29	45	–	1*
235	4672	Do.	Lady-hill,	30	21	51	33	27	60	28	30	1	–
236	4683	Carnmoney,	Carnmoney, f.	11	27	38	–	55	55	19	25	–	1
237	4688	Ballintoy,	Croaghbeg,	–	–	–[a]	36	40	76	9	26	1	–
238	4689	Rasharkin,	Corclinty,	28	26	54	34	38	72	26	39	1	–
239	4695	Portglenone,	Garvaghy, West,	27	28	55	37	42	79	30	35	1	–
240	4696	Camlin,	Glenavy,	39	–	39	50	–	50	15	25	1*	–
241	4714	Drumbeg,	Dunmurry, f.	7	46	53	13	57	70	26	39	–	1*
242	4805	Armoy,	Armoy,	49	35	84	34	40	74	38	37	1	–

[a] School closed.

on the 31st December, 1855.—Province of ULSTER: County of ANTRIM—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.		Assistants			Monitors.																
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1[2]	Pres.	1	–	1	2	–	4	12	10	0	3	0	0	61	13	4	51	4	6	10	0	0	61	4	6		180
Prob.	Pres.	–	–	–	–	–	1	1	7	6	1	10	0	9	8	4		—		10	0	0	10	0	0		181
1[2]	Pres.	–	–	–	–	–	1	2	7	11	1	10	0	26	0	0	15	14	0	2	0	0	17	14	0	v.t.	182
3[2]	Pres.	–	–	–	–	–	1		—		1	10	0	16	0	0	7	4	7		—		7	4	7		183
3[2]	E.C.	–	–	–	–	–	1	0	13	11	3	18	6	21	0	0	1	10	0		—		1	10	0		184
–	–	–	–	–	–	–	–		—			—			—			—			—			—			185
3[2]	Pres.	–	–	–	–	–	1	2	1	4	1	10	0	15	10	0	10	0	0		—		10	0	0		186
3[1]	Pres.	–	–	–	–	–	1	1	18	6	1	10	0	19	0	0	10	12	11		—		10	12	11		187
2[1]	Pres.	–	–	–	–	–	1	0	9	4	1	10	0	24	0	0	5	16	6		—		5	16	6		188
3[1]	Pres.	–	–	–	–	–	1	1	6	0	1	10	0	16	0	0	3	13	9		—		3	13	9		189
3[2]	Pres.	–	–	–	–	–	1	1	8	0	1	10	0	16	0	0	3	6	10		—		3	6	10		190
Prob.	Pres.	–	–	–	–	–	1	2	3	0	1	10	0	13	1	8	5	14	3		—		5	14	3		191
2[2]	Pres.	–	–	–	–	–	1	1	0	7	1	10	0	22	0	0	12	0	0		—		12	0	0		192
Prob.	Pres.	–	–	–	–	–	1	0	10	0		—		18	0	0	1	7	0		—		1	7	0		193
2[1]	Pres.	–	–	–	–	–	1	3	9	6	1	10	0	24	0	0	13	0	0		—		13	0	0		194
Prob.	Pres.	–	1	–	–	–	2		—		2	5	0	26	16	8	14	8	4		—		14	8	4		195
1[3]	Pres.	–	–	–	–	–	1	1	5	0	1	10	0	30	0	0	25	8	9		—		25	8	9		196
3[1]	Pres.	–	–	–	–	–	1	0	9	3	1	10	0	19	0	0	4	0	0		—		4	0	0		197
3[1]	Pres.	–	–	–	–	–	1	1	0	10	1	10	0	19	0	0	10	0	0		—		10	0	0		198
1[1]	Pres.	–	–	–	–	–	1	1	12	5	1	17	6	37	13	4		—		52	10	0	[b]52	10	0		199
3[1]	Pres.	–	–	–	–	–	1	2	9	2	1	10	0	19	0	0	6	0	0	20	0	0	26	0	0		200
3[2]	Pres.	–	–	–	–	–	1	0	10	10	1	10	0	14	0	0	1	10	0	15	0	0	[b]16	10	0		201
Prob.	Pres.	–	–	–	–	–	1	2	13	10		—		19	0	0	5	8	7		—		5	8	7		202
Prob.	E.C.	–	–	–	–	–	1	1	0	6		—		6	0	0		—			—			—			203
3[1], 2[2]	Pres.	–	–	–	–	–	2	2	12	1		—		10	0	0		—			—			—			204
Prob.	E.C.Pres.	–	–	–	–	–	2		—			—		15	0	0		—			—			—			205
1[3]	Pres.	–	–	–	–	–	1	5	18	5		—		28	10	0	10	3	7	19	0	10	29	4	5		206
1[3]	Pres.	–	–	–	–	–	1	3	13	2		—		32	18	4	9	4	5		—		9	4	5		207
Prob.	Pres.	–	–	–	–	–	1	0	12	5		—		13	6	8		—		1	10	0	1	10	0		208
1[3]	R.C.	–	–	–	–	–	1	2	14	8		—		35	6	0	12	13	4		—		12	13	4		209
3[2]	Pres.	–	–	–	–	–	1	0	15	8		—		16	0	0	4	0	0		—		4	0	0		210
3[1], 3[1]	Pres.	–	–	–	–	–	2	1	19	5		—		5	0	0		—			—			—			211
2[2]	Pres.	–	–	–	–	–	1	0	6	3		—		22	0	0	7	3	8	22	0	0	29	3	8		212
2[2]	Pres.	–	–	–	–	–	1	3	1	3		—		22	0	0	6	7	1		—		6	7	1		213
2[2]	Disst.	–	–	–	–	–	1	0	12	1		—		22	0	0	10	0	0	23	0	0	33	0	0		214
2[1]	Pres.	–	–	–	–	–	1	1	11	9		—		24	0	0	4	0	0	0	10	0	4	10	0		215
Prob.	Pres.	–	–	–	–	–	1	1	0	10		—		19	0	0	4	4	1		—		4	4	1		216
3[1]	Pres.	–	–	–	–	–	1	1	19	11		—		18	16	8	6	16	10		—		6	16	10		217
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	24	0	0	7	13	5	10	0	0	[b]17	13	5	}	218
3[2]	R.C.	–	–	–	–	–	1	1	5	0	1	10	0	37	11	8	4	3	10		—		[b] 4	3	10	} vt	219
3[2]	Pres.	–	–	–	–	–	1	1	0	8		—		16	6	8	4	7	0		—		4	7	0		220
2[2]	R.C.	–	–	–	–	–	1	1	5	10	1	10	0	22	0	0	2	0	0		—		2	0	0		221
3[2]	Pres.	–	–	–	–	–	1	1	0	8		—		13	5	0	6	0	0	13	5	0	19	5	0		222
1[1]	Pres.	–	–	–	–	–	1		—		1	10	0	37	11	8	7	10	8	10	0	0	17	10	8		223
3[1]	E.C.	–	–	–	–	–	1	2	15	10	1	10	0	19	0	0	12	1	0		—		12	1	0		224
3[1]	Pres.	–	–	–	–	–	1	0	15	9	1	10	0	17	6	8	12	0	0		—		[b]12	0	0		225
Prob.	Pres.	–	–	–	–	–	1	0	14	3	2	9	6	15	8	4	2	1	7		—		2	1	7		226
2[1]	Pres.	–	–	–	–	–	1	2	5	0	1	17	6	28	0	0	15	0	11	1	0	0	[b]16	0	11		227
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	17	5	0	15	0	0	5	0	0	20	0	0		228
3[2]	Pres.	–	–	1	–	–	2	1	17	0	3	15	0	29	0	0	24	19	6		—		24	19	6		229
1[3]	R.C.	–	–	–	–	–	1	1	10	2		—		21	13	4	3	18	0	2	0	0	5	18	0	v.c.	230
3[1]	Pres.	–	–	–	–	–	1		—		1	10	0	19	0	0	6	5	10		—		6	5	10		231
2[2]	E.C.	–	–	–	–	–	1	6	7	7	1	17	6	30	6	8	11	15	6	15	0	0	26	15	6		232
3[1]	Pres.	–	–	–	–	–	1	1	13	4		—		20	15	0	10	0	0		—		10	0	0		233
3[1]	Pres.	–	–	–	–	–	1	0	11	6	1	10	0	16	0	0	9	9	2		—		9	9	2		234
3[1]	Pres.	–	–	–	–	–	1	1	2	11	1	10	0	19	0	0	5	17	9		—		5	17	9		235
3[1]	Pres.	–	–	–	–	–	1	0	17	4	1	10	0	17	5	0	4	19	5	2	0	0	6	19	5		236
2[1]	Pres.	–	–	–	–	–	1	0	18	3	1	10	0	9	11	8		—			—			—			237
Prob.	Pres.	–	–	–	–	–	1	1	5	5	1	10	0	21	1	8		—			—			—			238
Prob.	E.C.	–	–	–	–	–	1	2	2	4	1	10	0	20	10	0	9	10	0		—		9	10	0		239
3[1]	Pres.	–	–	–	–	–	1	0	17	3	1	10	0	28	0	0	3	6	7	8	0	0	[b]11	6	7		240
2[1]	Pres.	–	–	1	–	–	2	0	16	1	1	10	0	30	10	0	10	0	0	13	0	0	[b]23	0	0		241
1[1]	Pres.	–	–	–	–	–	1	0	10	9	1	10	0	17	0	0	1	15	0		—		1	15	0		242

[b] Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
243	4807	Glenwherry,	Lowtown,	21	20	41	19	20	39	21	27	1	–
244	4808	Ballyscullion, Grange,	Taylorstown, North,	42	18	60	42	34	76	28	35	1	–
245	4999	Derrykeighan,	Derrykeighan,	57	15	72	46	29	75	41	36	1	–
246	5060	Kirkinreola,	Ballymena, indus. f.	–	58	58	–	62	62	33	40	–	1*
247	5096	Grange of Nalteen,	Dunadry,	18	20	38	32	31	63	15	26	–	1
248	5130	Ballymoney,	Garryduff,	42	31	73	42	41	83	26	28	1*	–
249	5131	Templecorran,	Ballycarry, f.	–	82	82	–	75	75	33	33	–	1
250	5132	Shankill,	Lancasterian, ind. f.	–	100	100	–	101	101	78	84	–	1*
251	5149	Dunaghy,	Frocess,	29	22	51	26	19	45	24	25	1	–
252	5171	Culfeightrin,	Ballyacan,	47	37	84	42	39	81	24	20	1*	–
253	5269	Glenavy,	Fourscore,	19	25	44	13	11	24	39	29	1	–
254	5302	Do.	Dundrod,	36	43	79	41	53	94	36	46	1*	–
255	5303	Ballynure,	Straid,	72	–	72	57	–	57	38	34	1	–
256	5315	Kilraught,	Ballymequillan,	34	36	70	35	37	72	36	30	1	–
257	5353	Ballynure,	Ballynure,	52	27	79	44	33	77	30	35	1*	–
258	5354	Ahoghill,	Ballybeg,	52	31	83	68	61	129	20	30	1	–
259	5429	Portglenone,	Lisrodden, f.	43	46	89	40	50	90	60	63	–	1*
260	5430	Grange of Doagh,	Cogery Mills, f.	23	31	54	33	36	69	36	40	–	1*
261	5449	Antrim,	Bush,	47	20	67	52	26	78	30	41	1*	–
262	5503	Connor,	Connor, f.	4	49	53	3	57	60	29	31	–	1*
263	5537	Glenavy,	Dundrod,[b] f.	–	–	–	–	–	–	–	–	–	–
264	5542	Carrickfergus,	Trooper-lane,	45	26	71	50	28	78	28	41	1*	–
265	5543	Templecorran,	Ballycarry,	19	36	55	26	39	65	34	43	–	1*
266	5551	Grange of Muckamore,	Muckamore,[b]	–	–	–	–	–	–	–	–	–	–
267	5621	Ahoghill,	Ballymena District Model, m.	113	–	113	118	–	118	51	64	1	–
268	5622	Do.	Do. f.	–	79	79	–	103	103	35	55	–	1
269	5623	Do.	Do. i.	–	–	78	–	–	102	32	52	–	1
270	5662	Donegore,	Dunnymuggy,	38	16	54	49	33	82	26	38	1	–
271	5663	Ballynure,	Straid, f.	–	55	55	–	52	52	26	29	–	1
272	5664	Dunsefferick,	Tonduff,	63	46	109	42	33	75	40	28	1	–
273	5688	Ardclinis,	Carnlough, m.	67	–	67	73	–	73	31	35	1*	–
274	5689	Do.	Do. f.	4	63	67	4	73	77	31	44	–	1*
275	5702	Layde,	Cushendall, f.	–	86	86	–	70	70	38	38	–	1
276	5793	Shankill,	Seaman's Friend Society, m.	150	–	150	165	–	165	85	96	1*	–
277	5794	Do.	Do. f.	–	82	82	–	112	112	54	59	–	1*
278	5817	Shankill,	Conway-street,	78	57	135	99	69	168	68	95	1*	–
279	5818	Dunean,	Gallogh,	49	21	70	67	28	95	25	28	1	–
280	5860	Ahoghill,	Galgorm,	42	18	60	35	23	58	30	23	1*	–
281	5895	Layde,	Cushendall, m.	93	–	93	73	–	73	40	21	1*	–
282	5941	Shankill,	Murphy-street,	118	80	198	119	105	224	34	85	–	1*
283	5942	Portglenone,	Portglenone,	43	29	72	40	40	80	53	54	1	–
284	5988	Drumaul,	Randalstown, f.	–	60	60	–	78	78	40	49	–	1
285	6007	Layde,	Knocknacarry, m.	109	–	109	95	–	95	44	43	1*	–
286	6008	Do.	Do., f.	–	63	63	–	74	74	22	26	–	1
287	6014	Culfeightrin,	Tullyvrennan,	42	34	76	21	17	38	24	16	1	–
288	6081	Templecorran,	Ballycarry Ordinary Agricultural, m.	96	–	96	117	–	117	56	62	1	–
289	6094	Shankill,	Fountain-lane, i.	62	105	167	102	180	282	81	101	–	1*
290	6095	Craigs,	Moboy,	48	27	75	39	35	74	35	30	1	–
291	6114	Do.	Garvaghy, East,	14	26	40	13	31	44	26	22	1	–
292	6125	Templepatrick,	Mallusk, f.	–	61	61	–	83	83	30	43	–	1*
293	6132	Grange of Doagh,	Ballyclare, f.	–	87	87	–	83	83	61	58	–	1*
294	6146	Connor,	Crumkill,	41	22	63	49	30	79	35	32	1	–
295	6147	Loughguile,	Ballycragagh,	31	20	51	37	26	63	29	39	1	–
296	6219	Killagan,	Drumadoon,	45	32	77	60	48	108	39	51	1*	–
297	6262	Shankill,	Oldpark,	55	30	85	35	25	60	81	50	1*	–
298	6263	Ballinderry,	Killultagh,	29	30	59	30	34	64	15	32	1*	–
299	6306	Carnmoney,	Ballycraigy, No. 2, m.	50	12	62	66	–	66	34	30	1*	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of ULSTER : County of ANTRIM—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	–	–	–	–	–	–	1	0	8	3	1	10	0	5	10	0	0	13	3		—		0	13	3		243
3[2]	Pres.	–	–	–	–	–	1	2	8	2	1	10	0	13	1	8	3	11	4		—		3	11	4		244
3[2]	Pres.	–	–	–	–	–	1	1	8	7		—		21	0	0	4	10	0		—		4	10	0		245
2[1]	Disst.	–	–	1	–	–	2	0	11	9		—		28	10	0		—		10	0	0	10	0	0		246
3[1]	Pres.	–	–	–	–	–	1	0	12	3		—		19	6	8	5	6	4		—		5	6	4		247
3[2]	Pres.	–	–	–	–	–	1	0	10	1		—		16	0	0	1	0	0		—		1	0	0		248
3[1]	Pres.	–	–	–	–	–	1	0	19	1		—		16	0	0	6	6	8	10	0	0	16	6	8		249
1[3]	Pres.	–	1	–	–	1	3	1	9	10		—		34	3	4		—			—			[c]—			250
3[2]	Pres.	–	–	–	–	–	1	0	10	6		—		16	0	0	2	17	8		—		2	17	8		251
1[3]	R.C.	–	–	–	–	–	1	3	1	1		—		28	10	0	3	11	0	5	0	0	[a] 8	11	0		252
3[2]	Pres.	–	–	–	–	–	1	1	19	4		—		16	0	0	6	0	0	8	0	0	[a]14	0	0		253
3[1]	Pres.	–	–	–	–	–	1	3	18	0	0	19	6	19	0	0	12	3	4		—		12	3	4		254
3[1]	Disst.	–	–	–	–	–	1	1	4	10		—		19	0	0	8	1	11		—		8	1	11		255
3[2]	Pres.	–	–	–	–	–	1	1	8	3		—		20	0	0	6	5	2	1	0	0	7	5	2		256
3[1]	Pres.	–	–	–	–	–	1	2	18	6		—		19	0	0	11	2	6		—		11	2	6		257
Prob.	Pres.	–	–	–	–	–	1	2	2	7		—		12	10	0	6	0	0		—		6	0	0		258
2[2]	R.C.	–	–	–	–	–	1	1	11	4		—		18	10	0	8	2	7		—		8	2	7		259
2[1]	Pres.	–	–	–	–	–	1	1	4	9		—		20	10	0	8	0	11	0	14	0	[a]8	14	11		260
2[1]	Pres.	–	–	–	–	–	1	1	13	2		—		26	0	0	10	5	5		—		10	5	5		261
1[3]	Pres.	–	–	–	–	–	1	2	13	6		—		19	10	0	5	14	0	5	0	0	10	14	0		262
–	–	–	–	–	–	–	–		—			—			—			—			—			—			263
2[2]	Pres.	–	–	–	–	–	1	3	5	10		—		22	0	0	7	4	7		—		7	4	7		264
3[1]	Pres.	–	–	–	–	–	1	2	1	9		—		16	0	0	6	17	1		—		6	17	1		265
–	–	–	–	–	–	–	–		—			—			—			—			—			—			266
–	Pres.	1	–	–	6	–	8	14	17	3	13	11	3		—		12	19	5		—		[a]12	19	5		267
–	E.C.	–	–	–	–	4	5		—		10	0	0		—		12	11	0		—		[a]12	11	0		268
–	R.C.	–	–	–	–	1	2		—		10	0	0		—		7	3	4		—		[a] 7	3	4		269
3[2]	Pres.	–	–	–	–	–	1	0	10	3	1	10	0	16	0	0	9	2	5	17	0	0	26	2	5		270
3[1]	Disst.	–	–	–	–	–	1	1	3	9	1	10	0	19	15	0	4	1	3		—		4	1	3		271
3[1]	Pres.	–	–	–	–	–	1	2	0	2	1	10	0	20	0	0	4	15	1	1	6	8	6	1	9		272
1[3]	E.C.	–	–	–	–	–	1	1	16	10		—		28	10	0	6	8	2	5	0	0	[a]11	8	2		273
3[1]	R.C.	–	–	–	–	–	1	1	1	2		—		16	0	0	5	10	10	7	0	0	12	10	10		274
2[2]	R.C.	–	–	–	–	–	1	4	2	9	1	10	0	18	0	0	3	4	6		—		3	4	6		275
1[2]	Pres.	1	–	–	–	–	2	6	1	9	2	5	0	46	10	0	20	12	6	10	11	7	32	4	1		276
3[1]	Pres.	–	–	–	–	–	1		—		1	17	6	16	0	0	8	10	0	5	0	0	13	10	0		277
2[2]	Pres.	–	1	–	–	–	2	2	13	7	2	5	0	27	0	0	23	13	4		—		23	13	4		278
Prob.	R.C.	–	–	–	–	–	1	0	10	6	1	10	0	12	10	0	5	0	0		—		5	0	0		279
2[2]	Pres.	–	–	–	1	–	2	1	1	1	1	10	0	21	0	0	4	16	11		—		4	16	11		280
2[2]	R.C.	–	–	–	–	–	1	0	19	8	1	10	0	27	3	4	8	6	1		—		8	6	1		281
1[2]	Pres.	–	1	–	–	–	2	1	10	11		—		36	0	0	14	4	5		—		14	4	5		282
3[1]	E.C.	–	–	–	–	1	2	2	12	3		—		26	16	8	16	4	0		—		16	4	0		283
3[1]	R.C.	–	1	–	–	–	2		—			—		5	0	0		—			—			—			284
1[3]	R.C.	–	–	–	–	–	1	2	12	8		—		28	10	0	6	6	4		—		6	6	4		285
Prob.	R.C.	–	–	–	–	–	1	0	13	2		—		16	0	0	2	0	6		—		2	0	6		286
3[2]	R.C.	–	–	–	–	–	1	0	11	8		—		16	0	0	1	10	2		—		1	10	2		287
1[3]	Pres.	–	–	–	1	–	2	2	14	3	3	7	0	36	15	0	12	10	4	43	2	3	55	12	7		288
2[2]	Pres.	–	1	1	–	–	3	1	8	9		—		26	15	0	6	0	0		—		6	0	0		289
Prob.	Pres.	–	–	–	–	–	1	1	18	6		—		11	15	0	2	3	11		—		2	3	11		290
3[2]	–	–	–	–	–	–	1	1	0	6		—		9	16	8		—			—			—			291
2[2]	Pres.	–	–	–	–	–	1	1	4	4		—		18	0	0	6	15	9		—		6	15	9		292
2[2]	Pres.	–	–	–	–	1	2	0	15	4		—		22	10	0	14	10	6		—		14	10	6		293
3[2]	R.C.	–	–	–	–	–	1	0	10	5		—		16	0	0	3	17	2	0	10	0	4	7	2		294
2[2]	R.C.	–	–	–	–	–	1	0	18	8		—		16	0	0	3	15	0		—		3	15	0		295
3[1]	Pres.	–	–	–	–	–	1	2	13	6		—		19	0	0	13	15	6		—		[a]13	15	6		296
2[1]	Pres.	–	–	–	–	–	1	1	18	6		—		29	0	0	27	5	11		—		27	5	11		297
3[2]	E.C.	–	–	–	–	–	1	0	16	0		—		13	8	4		—		4	6	0	4	6	0		298
2[1]	Pres.	–	–	–	–	–	1	1	17	11		—		22	0	0	3	10	3		—		[a] 3	10	3		299

[b] School closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females.
300	6311	Connor,	Maxwell's Walls,	59	37	96	69	44	113	43	53	1*	–
301	6314	Antrim,	Antrim, P.L.U.,	64	60	124	66	60	126	82	90	1	1
302	6321	Templepatrick,	Roughfort,	42	44	86	48	48	96	22	37	–	1
303	6363	Ramoan,	Cloughdunmurray,	47	27	74	26	21	47	25	21	1	–
304	6397	Kirkinreola,	Carnlea,	40	35	75	43	37	80	35	40	1	–
305	6398	Ballymoney,	Landhead,	30	10	40	38	16	54	31	31	1	–
306	6419	Craigs,	Loan,	43	16	59	42	28	70	31	41	1	–
307	6436	Duneane,	Ballynamullin,	24	23	47	32	23	55	20	34	1*	–
308	6474	Ahoghill,	Bridge End,	38	22	60	48	25	73	28	35	1	–
309	6491	Derrykeighan,	Derrykeighan, f.	4	48	52	3	36	39	20	25	–	1
310	6519	Shankill,	Berry-street,	57	20	77	68	22	90	30	34	–	–
311	6581	Do.	Union-street,	108	42	150	99	59	158	57	64	1	–
312	6633	Do.	Cavehill Railway, f.	–	34	34	–	36	36	15	23	–	1
313	6634	Carrickfergus,	Woodburn,	46	29	75	47	33	80	32	36	1*	–
314	6635	Shankill,	King-street, Belfast,	108	28	136	105	33	138	60	39	1*	–
315	6684	Do.	Belfast Mechanics' Institute,	75	24	99	67	28	95	50	44	1	–
316	6731	Ahoghill,	Ahoghill, m.	66	–	66	79	–	79	42	48	1*	–
317	6732	Do.	Do., f.	–	60	60	–	77	77	34	40	–	1
318	6740	Layde,	Glendun,	59	42	101	44	35	79	35	20	1*	1
319	6779	Shankill,	Charlotte-street,	32	46	78	47	46	93	31	50	–	1
320	6798	Do.	Joy's Entry,	78	41	119	106	85	191	47	73	1*	–
321	6817	Dunluce,	Fallyhorne,	41	29	70	34	32	66	30	34	1*	–
322	6819	Ramoan,	Ballycastle,	83	28	111	95	48	143	79	86	1*	–
323	6855	Larne,	Larne Industrial, f.	32	55	87	29	68	97	25	32	–	1
324	6856	Ballymoney,	Stranocum,	44	33	77	45	39	84	43	41	1	–
325	6898	Ahoghill,	Cullybackey, f.	–	92	92	–	75	75	41	45	–	1*
326	6899	Carnmoney,	Monkstown, f.	9	59	68	19	79	98	36	52	–	1
327	6953	Killead,	Mount Cottage,	37	19	56	34	19	53	30	34	1*	–
328	6958	Ballywillan,	Portrush,	35	35	70	27	25	52	41	28	1	–
329	6995	Shankill,	Chapel-lane, m.	195	–	195	250	–	250	122	99	1	–
330	6996	Do.	Do., f.	–	169	169	–	199	199	79	77	–	1*
331	7020	Carrickfergus,	Minorca-place,	64	62	126	68	65	133	75	80	1	–
332	7021	Shankill,	Mechanics' Instit., i.	32	29	61	40	18	58	24	34	–	1
333	7058	Aghagallon,	Derrymore,	40	27	67	49	25	74	36	38	1	–
334	7059	Shankill,	Calender-street, f.	–	354	354	–	569	569	208	289	–	–
335	7084	Ballymoney,	Cabra,	71	38	109	74	40	114	50	43	1	–
336	7095	Ballywillan,	Portrush, No. 2,	30	26	56	27	24	51	28	26	1*	–
337	7123	Shankill,	Christopher-street, Belfast,	41	27	68	55	26	81	45	40	1*	–
338	7124	Do.	Cullingtree-road,	62	11	73	94	47	141	45	59	1*	–
339	7140	Billy,	Mosside, f.	–	74	74	–	88	88	30	50	–	1
340	7178	Ballymoney,	Ballymoney, temp. f.	–	91	91	–	81	84	44	32	–	1*
341	7198	Romoar,	Glenshesk, No. 2,	–	–	b–	24	24	c48	b–	c17	1	–
342	7239	Shankill,	Alfred-street,	–	–	b–	38	59	c97	b–	c77	–	1*
343	7262	Do.	Alexander-st., west, Belfast, m.	–	–	b–	175	–	c175	b–	c120	1	–
344	7265	Craigs,	Tullygrawley,	–	–	b–	41	38	82	b–	49	1	–
345	7280	Shankill,	Smithfield, m.	–	–	b–	110	–	110	b–	44	1*	–
346	7281	Do.	Do., f.	–	–	b–	–	81	81	b–	33	–	1*
347	7284	Skerry,	Cloughwater,	–	–	b–	36	28	64	b–	41	1	–
348	7319	Shankill,	Wolf-hill,	–	–	–	–	–	b–	–	b–	1*	–
			Total in Antrim,	16,407	11,742	28,149	16,957	14,010	30,967	12,933	14,900	279	72

a Residence rent free for teacher.

b Not taken into connexion until after this date.

on the 31st December, 1855.—Province of ULSTER : County of ANTRIM—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.									Aid granted during the Year ending the 31st December, 1855.									Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.		School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	Pres.	–	–	–	–	–	1		2	8	8	—			24	0	0	3	12	0	5	0	0	[a]8	12	0		300
Prob.	Pres.	–	–	–	–	–	2		2	19	9	1	17	6	—			—			—			—				301
Prob.	E.C.																											
3[1]	Pres.	–	–	–	–	–	1		0	14	10	—			16	0	0	4	4	9	—			4	4	9		302
2[2]	E.C.	–	–	–	–	–	1		1	11	10	—			22	0	0	4	0	0	—			[a]4	0	0		303
3[2]	Pres.	–	–	–	–	–	1		1	5	3	—			16	0	0	6	18	8	—			6	18	8		304
2[2]	Pres.	–	–	–	–	–	1		1	6	4	—			20	3	4	4	0	0	—			4	0	0		305
3[1]	Pres.	–	–	–	–	–	1		1	11	5	—			11	11	8	8	0	0	—			8	0	0		306
3[2]	R.C.	–	–	–	–	–	1		0	13	10	1	10	0	16	0	0	5	0	0	—			5	0	0		307
3[2]	Pres.	–	–	–	–	–	1		1	15	6	1	10	0	16	0	0	8	15	0	—			8	15	0		308
3[2]	R.C.	–	–	–	–	–	1					1	10	0	16	10	0	1	0	0	17	0	0	[a]18	0	0		309
2[2]	E.C.	–	–	–	–	–	1			—		1	10	0	20	10	0	15	9	4	8	0	0	23	9	4		310
3[1]	R.C.	–	–	–	–	–	1			—		1	10	0	24	0	0	26	18	4	—			26	18	4		311
–	R.C.	–	–	1	–	–	2		0	16	8	1	17	6	22	10	0	4	10	2	—			4	10	2		312
3[1]	Pres.	–	–	–	–	–	1		0	12	2	1	10	0	25	13	4	8	15	2	1	11	6	10	6	8		313
2[2]	Pres.	–	–	–	–	–	1		0	16	3	1	10	0	30	5	0	16	6	4	—			16	6	4		314
1[2]	Pres.	–	–	–	–	–	1		0	18	6	1	10	0														
3[1]	Pres.	–	–	–	–	–	1			—		1	17	6	20	10	0	44	6	8	—			44	6	8		315
1[2]	E.C.	–	–	–	–	–	1		5	3	11	—			39	10	0	8	2	0	12	0	0	20	2	0		316
1[3]	E.C.	–	–	–	–	–	1		1	10	0	—			21	10	0	5	2	6	8	0	0	13	2	6		317
1[3]	R.C.	–	–	–	–	–	1		0	14	8	—			28	10	0	2	0	11	—			[a]2	0	11		318
3[1]	Pres.	–	–	–	–	–	1		1	0	0	—			16	0	0	7	8	0	16	10	0	23	18	0		319
1[3]	Pres.	–	–	–	–	–	1		4	10	8	—			24	0	0	23	4	7	—			23	4	7		320
3[2]	Pres.	–	–	–	–	–	1		0	6	0	—			—			4	7	7	—			4	7	7		321
1[2]	R.C.	–	–	–	1	–	2		4	1	5	—			37	6	8	—			—			—				322
3[1]	Disst.	–	–	–	–	–	1		0	5	0	—			16	0	0	2	16	7	—			2	16	7		323
3[1]	Pres.	–	–	–	–	–	1		2	10	6	—			13	0	0	4	7	7	13	0	0	17	7	7		324
2[2]	Pres.	–	–	–	–	–	1		2	2	10	—			18	10	0	11	4	8	—			11	4	8		325
3[1]	Pres.	–	–	–	–	–	1		2	13	8	—			20	10	0	9	9	4	—			9	9	4		326
1[3]	Pres.	–	–	–	–	–	1		1	18	4	—			30	0	0	7	7	0	—			[a]7	7	0		327
3[1]	R.C.	–	–	–	–	–	1		1	0	0	—			17	3	4	3	8	8	—			3	8	8		328
Prob.	R.C.	–	–	–	–	–	1		2	8	7	—			23	0	0	16	2	5	—			16	2	5		329
1[3]	R.C.	–	–	1	–	–	2		1	0	7	—			28	16	8	10	17	7	—			10	17	7		330
2[2]	R.C.	1	–	–	–	–	2		1	10	7	0	19	6	38	16	8	13	14	2	5	5	10	19	0	0		331
3[2]	Pres.	–	–	–	–	–	1			—			—		15	15	0	11	0	0	—			11	0	0		332
2[2]	E.C.	–	–	–	–	–	1		3	0	1	—			22	0	0	3	18	0	0	10	0	4	8	0		333
–	R.C.	–	–	–	–	–	–		20	9	10	8	0	0	62	0	7		—		—							334
Prob.	Pres.	–	–	–	–	–	1		2	5	4	—			12	10	0	7	4	4	2	10	0	9	14	4		335
2[2]	Pres.	–	–	–	–	–	1		0	10	1	—			22	0	0	0	18	6	15	0	0	15	18	6		336
1[3]	Pres.	–	–	–	–	–	1		1	19	2	—			32	13	4	16	1	3	—			16	1	3		337
2[2]	R.C.	–	–	–	–	–	1		1	1	6	—			22	0	0	17	10	0	—			17	10	0		338
3[2]	Pres.	–	–	–	–	–	1		1	12	9	—			8	10	0	8	10	0	—			8	10	0		339
3[1]	R.C.	–	–	–	–	–	1			—		5	0	0	8	10	0		—		—			—				340
3[2]	Pres.	–	–	–	–	–	1		0	10	0	4	10	0	9	15	0	5	0	0	—			5	0	0		341
3[1]	Pres.	–	1	–	–	–	2		3	0	5	5	0	0	6	0	0	4	0	7	2	0	0	6	0	7		342
2[2]	Prob.	R.C.	–	–	–	–	–	1		1	3	1	6	0	0	5	16	8	—			26	0	0	26	0	0		343
Prob.	Pres.	–	–	–	–	–	1		2	2	1	4	10	0	—			2	12	11	—			2	12	11		344
3[1]	Pres.	–	–	–	–	–	1			—		5	19	6	6	13	4	5	0	0	10	0	0	[b]15	0	0		345
2[2]	Pres.	–	–	–	–	–	1			—		5	19	6	7	0	0	4	0	0	6	0	0	10	0	0		346
3[1]	Pres.	–	–	–	–	–	1		1	0	1	4	10	0	1	13	4	—			—			—				347
2[1]	R.C.	–	–	–	–	–	1			—		4	10	0	—			0	10	1	—			[a]0	10	1		348
		11	16	16	16	8	418		576	13	8	298	5	3	7,309	8	1	2,650	0	10	875	19	3	3,526	0	1		

[b] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.			31st March, 1855.	30th Sept., 1855.		
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
1	101	Armagh City,	Armagh, m.	142	–	142	163	–	163	60	72	1*	–
2	102	Do.	Do. f.	–	111	111	–	161	161	48	67	–	1*
3	105	Grange,	Blundell's Grange, m.	62	–	62	66	–	66	33	33	1*	–
4	106	Do.	Do. f.	–	80	80	–	79	79	38	35	–	1*
5	108	Creggan, Lower,	Dorsey,	61	21	82	58	26	84	36	40	1*	–
6	110	Drumcree,	Richmount,	20	8	28	22	10	32	26	31	1*	–
7	112	Killeavy,	Cloghogue,	131	–	131	107	–	107	56	57	1*	–
8	115	Do., Lower,	Lislea,	104	50	154	85	62	147	62	56	1*	–
9	116	Do.	Lissummon,	112	75	187	95	68	163	88	93	1*	–
10	121	Kilmore,	Ballinahinch, m.	70	–	70	84	–	84	58	59	1	–
11	122	Do.	Do. f.	–	63	63	–	68	68	26	27	1	–
12	123	Lisnadill,	Folea,	82	56	138	95	67	162	61	55	1*	–
13	125	Loughgilly,	Tullyherron,	86	–	86	100	–	100	21	30	1	–
14	127	Shankhill,	Tannaghmore,	46	20	66	40	17	57	33	36	1*	–
15	384	Clonfeacle,	Clonfeacle,	66	22	88	51	46	91	50	45	1	–
16	1107	N.-T.-Hamilton,	Mullaghduff, m.	62	–	62	70	–	70	28	28	1*	–
17	1108	Do.	Tullyvallen,	126	59	185	122	71	193	68	52	1*	–
18	1229	Forkhill,	Meighfoner,	109	74	183	124	114	238	67	75	1*	–
19	1354	Killeavy, Lower,	Camlough, m.	161	–	161	178	–	178	66	64	1*	–
20	1478	Mullaghbrack,	Markethill, mod. agr.	84	–	84	96	–	96	40	45	1*	–
21	1747	Seagoe,	Aughacommon,	88	–	88	76	–	76	38	36	1	–
22	1897	Shankey,	Dougher, m.	125	–	125	134	–	134	40	59	1*	–
23	1898	Drumcree,	Breagh,	63	25	88	64	36	100	45	53	1	–
24	1922	Forkhill,	Aughanduff,	89	49	138	63	36	99	65	49	1*	–
25	2433	Drumcree,	Mahon,	46	25	71	41	30	71	31	33	1*	–
26	2702	Killeavy, Lower,	Camlough, f.	–	141	141	–	169	169	58	94	–	1*
27	2773	Keady,	Keady, m.	40	–	40	54	–	54	15	24	1*	–
28	2837	Tartaraghan,	Maghery,	45	12	57	47	20	67	24	25	1	–
29	2848	Lisnadill,	Drumgaw,	25	26	51	38	27	65	25	22	1*	–
30	2860	Loughgall,	Waste Lands,	43	35	78	44	37	81	38	45	1*	–
31	2868	Keady,	Keady, f.	–	54	54	–	49	49	28	25	1*	–
32	2875	Tynan,	Tynan,	14	4	18	14	5	19	19	19	1	–
33	2904	Loughgall,	Aughanlig,	37	25	62	62	38	100	20	40	1*	–
34	3052	Keady,	Man-of-war,[b]	–	–	–	–	–	–	–	–	–	–
35	3093	N.-T.-Hamilton,	Cortamlet,	83	60	143	56	44	100	49	32	1	–
36	3156	Ballymore,	Old Clare, m.	81	–	81	115	–	115	35	45	1*	–
37	3174	Mullaghbrack,	Markethill, f.	–	62	62	–	77	77	35	40	–	1*
38	3189	Derrynoose,	Magherykilcrany,	39	18	57	36	27	63	25	33	1*	–
39	3285	Do.	Crosskeys,	43	29	72	47	31	78	24	29	1	–
40	3460	Shankey,	Dougher, f.	–	75	75	–	124	124	36	49	–	1*
41	3732	Ballymore,	Corlust,	30	20	50	40	37	77	23	28	1	–
42	3971	Keady,	Aughnagurga,	74	45	119	41	32	73	43	24	1*	–
43	4021	Killeavy,	Deveruagh,	54	42	96	56	34	90	34	50	1	–
44	4022	Tynan,	Middletown, m.	51	–	51	52	–	52	51	51	1	–
45	4023	Drumcree,	Canagola,	30	29	59	29	28	57	28	25	1	–
46	4138	Jonesborough,	Jonesborough, m.	134	–	134	112	–	112	46	42	1	–
47	4139	Do.	Do. f.	–	78	78	–	70	70	23	24	–	1
48	4226	Creggan, Upper,	Glassdrummona,	97	29	126	104	63	167	50	55	1*	–
49	4254	Seagoe,	Aughacommon, f.	–	62	62	–	82	82	23	33	–	1*
50	4255	Moyntiaghs,	Derrytrasna,	54	45	99	60	35	95	60	55	1*	–
51	4271	Ballymore,	Taniokey, ord. agr.	44	–	44	48	–	48	29	25	1*	–
52	4272	Do.	Do. f.	–	44	44	–	74	74	25	30	–	1
53	4280	Kilclooney,	Cladymore,	51	25	76	49	24	73	30	40	1*	–
54	4317	Armagh,	Grangemore,	70	47	117	70	45	115	28	32	1*	–
55	4324	Keady,	Carrickawilkin,	60	32	92	60	32	92	35	15	1*	–
56	4325	Killeavy,	Drumbanagher, m.	139	–	139	129	–	129	69	74	1*	–
57	4326	Do.	Do. f.	–	125	125	–	144	144	69	74	–	1*
58	4380	N.-T.-Hamilton,	Newtownhamilton,	108	60	168	104	52	156	73	60	1*	–
59	4405	Ballymore,	Old Clare, f.	–	49	49	–	73	73	13	24	–	1
60	4414	Creggan, Upper,	Crossmaglen, m.	106	–	106	128	–	128	61	70	1	–
61	4415	Do.	Do. f.	–	96	96	–	94	94	33	44	–	1
62	4557	Kilmore,	Ballywilly,	35	10	45	40	10	50	21	23	1	–
63	4654	Kilclooney,	Ballylean,	54	25	79	34	16	50	39	25	1	–

[b] Residence rent free for teacher.

in operation on the 31st December, 1855.—Province of ULSTER.

ARMAGH—119 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1st	R.C.	–	1	–	–	–	2	—			—			40	0	0	8	6	7	—			8	6	7	V.T.	1
2d	R.C.	1*	–	–	–	–	2	4	12	6	0	19	6	32	8	4	13	4	5	—			13	4	5	V.T.	2
1st	R.C.	–	–	–	–	–	1	1	5	0	—			29	10	0	2	10	0	10	0	0	12	10	0		3
1st	R.C.	–	–	–	–	–	1	—			—			22	10	0	1	15	10	6	0	0	7	15	10		4
3d	R.C.	–	–	–	–	–	1	0	17	2	—			18	0	0	3	4	4	—			3	4	4		5
3d	Pres.	–	–	–	–	–	1	1	17	8	—			19	0	0	8	0	0	2	0	0	[a]10	0	0		6
3d	R.C.	–	–	–	–	–	1	1	13	3	—			12	10	0	3	17	3	—			3	17	3		7
2d	R.C.	–	–	–	–	–	1	1	11	0	—			24	0	0	8	17	6	—			8	17	6	B.	8
2d	R.C.	1	–	1	–	–	3	0	12	6	—			48	0	0	9	3	1	—			[a]9	3	1		9
2d	R.C.	1	–	–	–	–	1	3	1	4	—			24	0	0	12	14	4	—			[a]12	14	4		10
2d	Disst.	–	–	–	–	–	1	—			—			14	0	0	—			1	14	0	[a]1	14	0		11
3d	Pres.	–	–	–	–	–	1	—			—			27	0	0	5	9	1	7	0	0	[a]12	9	1		12
3d	R.C.	–	–	1	–	–	2	—			—			16	0	0	1	18	8	—			1	18	8		13
3d	R.C.	–	–	–	–	–	1	2	3	7	—			22	0	0	8	0	0	—			8	0	0		14
2d	Pres.	–	–	–	–	–	1	2	15	5	—			22	0	0	10	18	11	—			[a]10	18	11		15
2d	R.C.	–	–	–	–	–	1	1	0	7	—			22	0	0	3	10	2	2	0	0	5	10	2		16
2d	Pres.	–	–	–	–	–	1	2	0	7	—			24	0	0	1	4	6	3	17	6	5	2	0		17
2d	R.C.	–	–	–	1	–	2	2	7	3	—			26	18	4	—			5	0	0	5	0	0	V.T.	18
1st	R.C.	–	1	–	–	–	2	1	0	0	1	17	6	39	10	0	—			—			3	1	0	V.T.	19
2d	R.C.	–	–	–	–	–	1	1	12	7	—			26	0	0	3	1	0	—			3	1	0	V.T.	20
1st	R.C.	1	–	–	–	–	2	2	0	11	—			50	16	8	5	4	0	29	0	0	34	4	0	V.T.	21
Prob.	R.C.	–	–	–	–	–	1	2	0	0	—			12	10	0	8	17	5	—			8	17	5		22
3d	R.C.	–	–	–	–	–	1	3	0	0	1	17	6	19	0	0	7	19	3	6	0	0	13	19	3	B.	23
2d	R C.	–	–	–	–	–	1	1	7	6	—			24	0	0	4	8	2	—			4	8	2		24
1st	R.C.	–	–	1	–	–	2	0	6	3	—			42	0	0	9	0	10	—			[a]9	0	10		25
3d	E.C.	–	–	–	–	–	1	2	8	7	1	10	0	19	0	0	3	16	9	10	0	0	[a]13	16	9		26
2d	R.C.	–	–	–	–	–	1	0	16	1	—			23	0	0	3	10	0	—			3	10	0	V.T.	27
3d	Pres.	–	–	–	–	–	1	0	11	2	—			20	6	8	2	13	1	—			2	13	1	V.T.B	28
Prob.	R.C.	–	–	–	–	–	1	1	6	6	1	10	0	10	1	8	2	6	3	—			2	6	3	V.T.	29
2d	Pres.	–	–	–	–	–	1	0	16	8	1	10	0	21	0	0	2	7	9	2	0	0	4	7	9	V.T.	30
2d	Disst.	–	–	–	–	–	1	1	7	10	—			22	0	0	0	3	1	10	0	0	[a]10	3	1	V.T.	31
1st	Pres.	–	–	–	–	–	1	0	18	5	1	10	0	30	0	0	5	9	2	—			5	9	2	V.T.B	32
Prob.	R.C.	–	–	–	–	–	1	0	14	4	—			11	13	4	1	9	3	—			[a]1	9	3		33
2d	R.C.	–	–	–	–	–	1	2	13	1	1	10	0	25	0	0	6	12	11	5	0	0	11	12	11	V.T.	34
–	–	–	–	–	–	–	–	—			—			—			—			—			—				35
3d	Pres.	–	–	–	–	–	1	0	15	0	1	10	0	16	0	0	6	5	6	—			[a]6	5	6		36
2d	Pres.	–	–	–	–	–	1	1	17	9	—			24	11	8	4	4	2	8	10	0	[a]12	14	2		37
2d	Pres.	–	–	–	–	–	1	—			—			18	0	0	6	4	0	—			6	4	0	V.T.	38
2d	Pres.	–	–	–	–	–	1	—			1	10	0	22	0	0	2	13	6	—			2	13	6		39
3d	Pres.	–	–	–	–	–	1	2	13	5	1	10	0	16	0	0	2	15	2	—			2	15	2	V.T.	40
3d	Pres.	–	–	–	–	1	2	1	2	1	1	17	6	33	1	8	9	16	1	6	0	0	15	16	1	B.	41
1st	R.C.	–	–	–	–	–	1	1	0	9	—			12	10	0	3	2	6	2	0	0	5	2	6		42
Prob.	Pres.	–	–	–	–	–	1	—			—			12	10	0	6	0	11	—			6	0	11	V.T.	43
3d	Pres.	–	–	–	–	–	1	—			—			19	0	0	8	0	0	—			8	0	0		44
3d	Pres.	–	–	–	–	–	1	1	6	7	—			38	3	4	6	14	4	1	16	4	8	10	8		45
1st	R.C.	–	–	–	1	–	2	1	8	1	—			16	0	0	3	14	5	1	10	0	5	4	5		46
3d	R.C.	–	–	–	–	–	1	0	17	2	—			16	0	0	3	14	5	1	10	0	5	4	5		47
2d	R.C.	–	–	–	–	–	1	2	8	11	1	17	6	23	0	0	2	14	3	0	10	0	[a]3	4	3	V.T.	48
2d	R.C.	–	–	–	–	–	1	0	12	8	1	10	0	16	0	0	1	3	7	0	7	0	[a]1	10	7	V.T.	49
3d	R.C.	–	–	–	–	–	1	1	4	2	—			19	0	0	3	6	6	—			3	6	6		50
3d	R.C.	–	–	–	–	–	1	—			1	10	0	18	0	0	5	10	6	—			5	10	6		51
2d	R.C.	–	–	–	–	–	1	2	19	0	1	17	6	22	0	0	10	18	5	—			10	18	5		52
2d	R.C.	–	–	–	–	–	1	3	10	0	2	17	0	24	0	0	2	5	7	19	18	10	[a]22	4	5		53
3d	Pres.	–	–	–	–	–	1	—			1	10	0	15	10	0	1	6	0	10	0	0	11	6	0		54
3d	Pres.	–	–	–	–	–	1	0	17	4	1	10	0	16	0	0	7	0	0	5	0	0	12	0	0		55
3d	Pres.	–	–	–	–	–	1	1	2	7	1	10	0	25	10	0	4	1	0	8	0	0	[a]12	1	0		56
2d	E.C.	–	–	–	–	–	1	0	3	2	1	10	0	13	3	4	1	0	0	—			1	0	0		57
3d	–	–	–	–	–	–	1	3	12	0	1	10	0	28	11	8	5	1	6	10	0	0	[a]15	1	6		58
2d	Pres.	–	–	–	–	–	1	—			1	10	0	36	11	8	2	16	6	10	0	0	[a]12	16	6		59
1st	Pres.	–	–	–	–	–	1	3	5	5	1	17	6	32	0	0	11	0	7	—			11	0	7		60
1st	R.C.	–	–	1	–	–	2	0	6	0	—			14	0	0	0	18	6	8	10	0	[a]9	8	6		61
3d	Pres.	–	–	–	–	–	1	2	12	5	—			22	0	0	5	14	7	—			5	14	7	V.C.	62
2d	R.C.	–	–	–	–	–	1	2	14	5	—			14	0	0	2	6	7	—			2	6	7	V.C.	63
3d	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	16	0	0	0	17	0	—			0	17	0		64
3d	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	5	12	6	24	0	0	[a]29	12	6		65
3d	Pres.	–	–	–	–	–	1																				

[a] Closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
64	4728	Killeavy,	Drumilley,	84	54	138	60	40	100	46	28	1	–
65	4729	Do. Upper,	Killean, m.	124	–	124	102	–	102	63	43	1	–
66	4730	Do. Upper,	Do. f.	–	90	90	–	84	84	35	29	–	1*
67	4938	Derrynoose,	Lislea,	60	28	88	54	31	85	35	34	1*	–
68	4960	Ballymore,	Poyntzpass, m.	80	–	80	61	–	61	34	30	1*	–
69	4961	Do.	Do. f.	–	71	71	–	54	54	29	24	–	1*
70	5018	N.-T.-Hamilton,	Vallenbrook,	36	28	64	37	45	82	34	31	1	–
71	5081	Ballymore,	Tanderagee, No. 2.	48	26	74	50	48	98	33	50	1*	–
72	5088	N.-T.-Hamilton,	Mullaghduff, f.	–	55	55	–	68	68	23	26	–	1
73	5097	Creggan, Upper,	Ballinaclose, m.	61	–	61	65	–	65	26	18	1	–
74	5098	Do.	Do. f.	–	39	39	–	50	50	18	15	–	1
75	5150	Derrynoose,	Derrynoose, m.	97	–	97	107	–	107	54	34	1*	–
76	5151	Do.	Do. f.	–	110	110	–	126	126	36	31	–	1
77	5172	Creggan, Upper,	Anamar,	78	48	126	60	35	95	45	36	1	–
78	5224	Do. Lower,	Tullynavall,	66	30	96	37	28	65	44	30	1	–
79	5304	Loughgilly,	Mountnorris,	28	17	45	24	27	51	24	32	1*	–
80	5316	Killeavy, Upper,	Ballinless, f.	–	99	99	–	103	103	38	37	–	1*
81	5355	Forkhill,	Silverbridge,	75	43	118	65	34	99	38	27	1	–
82	5356	Drumcree,	Portadown, m.	126	9	135	141	7	148	71	72	1*	–
83	5357	Do.	Do. f.	–	95	95	10	98	108	53	57	–	1
84	5624	Newry,	Newry Dist. Mod. m.	139	–	139	143	–	143	68	69	1	–
85	5625	Do.	Do. f.	–	97	97	–	114	114	66	74	–	1
86	5626	Do.	Do. i.	30	38	68	30	36	66	26	36	–	1
87	5692	Mullaghbrack,	Cullone,	55	39	94	68	44	112	36	40	1	–
88	5703	Ballymore,	Acton, i.	31	41	72	43	50	93	36	40	–	1*
89	5819	Tynan,	Middletown, f.	–	29	29	–	30	30	30	30	–	1*
90	5820	Creggan, Lower,	Cullyhanna,	90	60	150	94	64	158	35	33	1*	–
91	5896	Loughgilly,	Tullyherron, f.	–	61	61	–	48	48	25	28	–	1
92	6160	N.-T.-Hamilton,	Skeriff,	50	23	73	56	25	81	35	29	1	–
93	6161	Kilclooney,	Clady,	60	40	100	30	20	50	33	18	1	–
94	6184	Tartaraghan,	Eglish,	21	18	39	28	22	50	25	30	1	–
95	6236	Killeavy,	Bessbrook, m.	117	–	117	125	–	125	74	69	1*	–
96	6237	Do.	Do. f.	–	81	81	–	87	87	53	53	–	1*
97	6252	Loughgilly,	Belleek, m.	91	–	91	90	–	90	31	21	1	–
98	6253	Do.	Do. f.	–	72	72	–	78	78	24	25	–	1*
99	6394	Killeavy, Upper,	Ballinless,	144	–	144	125	–	125	61	45	1*	–
100	6437	Mullaghbrack,	Coolmalish, f.	–	–	[b]–	54	27	81	[b]–	[c]44	–	1
101	6438	Killeavy, Upper,	Cloghonge, f.	–	126	126	–	140	140	40	55	–	1
102	6439	Lisnadill,	Balleer,	82	51	133	91	62	153	63	72	1*	–
103	6475	Seagoe,	Carne,	29	16	45	47	29	76	23	36	1	–
104	6520	Armagh,	Gosford-place, f.	–	45	45	–	49	49	28	31	–	1*
105	6582	N.-T.-Hamilton,	Cargaravaddy,	67	45	112	48	31	79	50	41	1	–
106	6593	Seagoe,	Edenderry,	98	28	126	150	66	216	78	95	1*	–
107	6636	Creggan, Lower,	Creggandu ff,	71	60	[c]131	64	57	[c]121	[c]49	[c]47	1	–
108	6753	Armagh,	Gosford-place, m	53	–	53	60	–	60	33	33	1*	–
109	6832	Do.	Ballinahone, f.	23	16	39	35	30	65	16	30	–	1
110	6900	Killeavy,	Bessbrook, i.	30	31	61	45	38	83	29	44	–	1*
111	7022	Eglish,	Lisadian,	59	38	97	49	35	84	31	33	1	–
112	7141	Kilmore,	Aghorey,	31	25	56	35	19	54	32	30	1	–
113	7181	Keady,	Crossmore, Keady,	82	59	141	84	50	134	62	70	1	–
114	7199	Creggan, Upper,	Clonalig,	92	15	107	80	15	95	48	37	1	–
115	7200	Loughgilly,	Derrycuhane,	38	13	51	63	25	88	38	46	1	–
116	7253	Derrynoose,	Madden,	–	–	[b]–	63	47	110	[b]–	53	1	–
117	7266	Eglish,	Tullysaran,	–	–	[b]–	72	37	109	[b]–	45	1*	–
118	7301	Forkhill,	Dromintee,	–	–	[b]–	100	19	119	[b]–	61	1	–
119	7320	Ballymore,	Poyntzpass,	–	–	[b]–	62	38	100	[b]–	43	1	–
			Total in Armagh,	6,122	4,151	10,273	6,510	4,783	11,293	4,578	4,947	88	30

[a] Residence rent free for teacher.

[b] Not taken into connexion until after this date.

on the 31st December, 1855.—Province of Ulster: County of Armagh—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3¹	R.C.	–	–	–	–	–	1	0	18	2	—			17	0	0	4	5	4	—			4	5	4	v.c.	64
2²	R.C.	–	–	–	–	–	1	0	12	3	—			22	0	0	6	0	0	—			[a]6	0	0	v.c.	65
3¹	R.C.	–	–	–	–	–	1		—		—			6	0	0	0	16	11	—			[a]0	16	11	v.c.	66
2²	Pres.	–	–	–	–	–	1	1	8	0	—			22	0	0	5	6	3	—			5	6	3	v.c.	67
1¹	Pres.	–	–	–	1	–	2	1	10	8	—			46	10	0	8	10	0	10	0	0	[a]18	10	0		68
2¹	Pres.	–	–	–	–	–	1		—		—			18	0	0	5	19	3	10	0	0	[a]15	19	3		69
2¹	Pres.	–	–	1	–	–	2		—		—			32	0	0	4	0	6	—			4	0	0		70
2¹	R.C.	–	–	1	–	–	2	2	2	7	—			30	0	0	7	14	5	—			7	14	5		71
Prob.	Pres.	–	–	–	–	–	1	0	17	4	—			14	10	0	1	16	5	—			1	16	5		72
3²	R.C.	–	–	–	–	–	1		—		—			16	0	0	3	5	6	—			3	5	6		73
Prob.	R.C.	–	–	–	–	–	1		—		—			11	0	0	1	18	6	—			1	18	6		74
3²	R.C.	–	–	–	–	–	1	1	3	10	—			16	0	0	0	14	8	—			0	14	8		75
3²	R.C.	–	–	–	–	–	1	1	3	0	—			10	11	8	2	5	0	—			2	5	0		76
3¹	R.C.	–	–	–	–	–	1	0	15	9	—			19	0	0	2	12	6	0	7	9	3	0	3		77
3¹	Pres.	–	–	–	–	–	1	1	9	3	—			19	0	0	2	16	8	—			2	16	8		78
3²	Pres.	–	–	–	–	–	1	1	16	6	—			16	0	0	3	8	0	—			3	8	0		79
2²	R.C.	–	–	–	–	–	1	0	10	5	—			16	0	0	1	1	5	—			1	1	5		80
3²	R.C.	–	–	1	–	–	2	0	10	11	—			24	0	0	0	10	0	2	0	0	2	10	0		81
2²	R.C.	–	–	–	–	–	1	2	15	4	4	0	0	28	15	0	13	17	8	—			13	17	8		82
3²	R.C.	–	–	–	–	–	1		—		—			15	0	0	6	17	10	—			6	17	10		83
–	Pres.	7	–	–	–	–	8	18	15	5	10	0	0	—			—			—			—			v.c.	84
–	R.C. }	–	–	–	–	6	8	{ —			10	0	0	—			—			—			—			v.c.	85
–	E.C. }							—			—			—			—			—			—			v.c.	86
Prob.	E.C.	–	–	–	–	–	1	1	4	8	1	10	0	22	16	8	2	14	2	4	16	0	[a]7	10	2		87
2¹	E.C.	–	–	–	–	–	1	0	11	1	—			19	10	0	—			15	0	0	15	0	0		88
2¹	R.C.	–	–	–	–	–	1	0	18	8	1	10	0	19	10	0	1	1	0	—			1	1	0		89
3²	R.C.	–	–	–	–	–	1	0	12	4	1	10	0	16	0	0	1	4	6	—			1	4	6		90
2¹	R.C.	–	–	–	–	–	1		—		1	10	0	19	10	0	0	17	6	—			0	17	6		91
3²	Pres.	–	–	–	–	–	1	0	18	3	—			16	0	0	4	0	0	—			4	0	0		92
3²	R.C.	–	–	–	–	–	1		—		—			16	0	0	5	12	8	—			5	12	8		93
3²	R.C.	–	–	–	–	–	1	0	8	1	—			17	0	0	2	13	3	—			[a]2	13	3		94
2¹	Pres.	–	–	–	–	–	1	2	12	4	—			24	0	0	22	11	3	5	8	4	[a]27	19	7		95
1²	Pres.	–	–	–	–	–	1		—		—			31	0	0	14	18	0	5	8	4	20	6	4		96
Prob.	R.C.	–	–	–	–	–	1	1	6	0	—			12	10	0	1	11	3	—			1	11	3		97
2¹	R.C.	–	–	–	–	–	1		—		—			19	10	0	0	12	6	—			[a]0	12	6		98
3²	R.C.	–	–	–	–	–	1	0	11	10	—			16	0	0	7	7	4	—			7	7	4	v.c.	99
3²	–	–	–	–	–	–	1		—		1	10	0	14	0	0		—		—			—				100
3¹	R.C.	–	–	–	–	–	1	0	9	10	1	10	0	14	0	0	3	4	4	—			3	4	4		101
1²	Disst.	–	1	–	–	–	2	2	0	10	1	17	6	48	0	0	10	0	0	20	0	0	[a]30	0	0		102
Prob.	Disst.	–	–	–	–	–	1	2	3	3	1	10	0	12	10	0	4	11	2	3	0	0	[a]7	11	2		103
2¹	E.C.	–	–	–	–	1	2	2	16	1	1	10	0	24	16	8	4	17	1	—			4	17	1		104
Prob.	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	12	10	0	3	10	0	—			3	10	0		105
2²	Pres.	1	–	–	–	–	2	5	0	3	2	5	0	34	18	4	—			—			—				106
3²	R.C.	–	–	–	–	–	1	1	1	8	1	10	0	12	10	0	4	0	0	—			4	0	0		107
1³	Pres.	–	–	–	–	–	1	1	18	9	—			28	10	0	9	7	4	—			9	7	4		108
2²	Pres.	–	–	–	–	–	1	0	14	4	—			23	0	0	3	19	11	—			3	19	11		109
3²	E.C.	–	–	–	–	–	1		—		—			13	16	8	—			18	3	4	18	3	4		110
Prob.	Pres.	–	–	–	–	–	1	2	3	0	—			12	10	0	6	3	4	—			6	3	4		111
Prob.	Pres.	–	–	–	–	–	1	3	10	0	—			16	3	4	4	15	0	—			4	15	0		112
3²	R.C.	–	–	–	–	–	1	3	10	7	5	0	0	9	15	0	5	4	0	6	0	0	[a]11	4	0		113
Prob.	R.C.	–	–	–	–	–	1	0	12	0	4	10	0	8	16	8	5	1	6	—			5	1	6		114
Prob.	Pres.	–	–	–	–	–	1	3	6	8	4	10	0	10	13	4	3	11	7	—			3	11	7		115
Prob.	R.C.	–	–	–	–	–	1	1	0	0	5	0	0	4	13	4	1	7	0	—			[a]1	7	0		116
2²	R.C.	–	–	–	–	–	1	1	0	3	5	0	0	4	0	0	4	8	0	1	0	0	5	8	0		117
Prob.	R.C.	–	–	–	–	–	1	0	14	5	6	0	0	—			1	0	0	—			1	0	0		118
Prob.	R.C.	–	–	–	–	–	1		—		5	0	0	—			7	0	0	—			7	0	0		119
		10	4	7	3	8	150	164	1	9	120	4	0	2,382	10	0	533	17	9	316	17	5	850	15	2		

[a] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
1	128	Annagh, . .	Drumlaney, . .	58	50	108	72	48	120	50	52	1*	–
2	129	Annagcliffe, .	Curlurgan, . .	46	–	46	30	–	30	17	16	1*	–
3	130	Ballymachugh, .	Ballynarry, m.	95	–	95	80	–	80	40	37	1	–
4	131	Do. . .	Do. f.	–	91	91	–	86	86	51	51	–	1
5	132	Drumlane, .	Kilcorbey, . .	74	46	120	52	37	89	46	45	1	–
6	133	Castletara, .	Ballyhaise, m.	56	–	56	73	–	73	21	37	1	–
7	134	Do. . .	Do. f.	–	46	46	–	80	80	16	37	–	1*
8	135	Drumlane, .	Drumlane, . .	67	37	104	49	35	84	33	35	1*	–
9	136	Do. . .	Derravona, . .	39	30	69	35	41	76	30	44	1	–
10	138	Ballymachugh, .	Carrick, m	79	–	79	59	–	59	31	28	1	–
11	139	Do. . .	Do. f.	–	66	66	–	66	66	34	33	–	1
12	143	Killeshandra, .	Coronary, m.	45	–	45	57	–	57	22	27	1*	–
13	144	Do. . .	Do. f.	–	52	52	–	53	53	20	24	–	1*
14	145	Crosserlough, .	Aghawee,[b] . .	–	–	–	–	–	–	–	–	1	–
15	146	Kildrumsherdan,	Ahatolan, . .	44	35	79	56	46	102	38	48	1*	–
16	147	Do. . .	Kill, . . .	44	27	71	57	38	95	29	37	1	–
17	148	Lurgan, . .	Coppenagh, m.	111	–	111	113	–	113	48	59	1*	–
18	149	Do. . .	Do. f.	–	70	70	–	74	74	33	33	–	1*
19	151	Do. . .	Lattoon, . .	49	–	49	44	–	44	19	15	1*	–
20	152	Drumlane, .	Miltown, m.	74	–	74	70	–	70	31	31	1*	–
21	153	Drumlommon, .	Lougheyduff, m.	109	–	109	87	–	87	42	32	1	–
22	154	Drumlane, .	Do. f.	–	113	113	–	101	101	58	47	–	1
23	155	Mullaghoran, .	Kilcoguey, m.	92	–	92	98	–	98	41	37	1*	–
24	156	Do. . .	Do. f.	–	71	71	–	76	76	41	30	–	1
25	157	Annagcliffe, .	Coolboyogue, m.	74	–	74	68	–	68	34	38	1	–
26	158	Do. . .	Do. f.	–	55	55	–	45	45	25	27	–	1
27	1109	Castlerahan, .	Ballyjamesduff, .	58	35	93	44	22	66	55	37	1*	–
28	1141	Killdallen, .	Killdallen, . .	50	–	50	43	–	43	19	22	1	–
29	1166	Drumlane, .	Kilcunny, m.	71	–	71	73	–	73	34	39	1*	–
30	1182	Templeport, .	Garvolt, . . .	51	34	85	44	38	82	41	40	1*	–
31	1230	Annagh, . .	Shanna, m	61	–	61	70	–	70	18	19	1*	–
32	1233	Kilmore, .	Ballynagh, m	111	–	111	109	–	109	57	55	1	–
33	1238	Shercock, .	Lex, . . .	40	38	78	44	43	87	35	33	1*	–
34	1355	Drumgoon, .	Dernakesh, m.	37	–	c37	65	–	65	24	24	1	–
35	1350	Crosserlough, .	Kilnaleck, m.	94	–	94	94	–	94	65	59	1*	–
36	1357	Drumgoon, .	Cootehill, m.	72	–	72	80	–	80	25	41	1*	–
37	1359	Mullagh, . .	Killeeter, m.	29	–	29	19	12	31	13	8	1*	–
38	1488	Annagh, . .	Shanna, f.	–	46	46	–	31	31	14	17	–	1
39	1481	Crosserlough, .	Kilnaleck, f.	–	58	58	–	64	64	39	37	–	1*
40	1531	Drumlane, .	Dreamfield, . .	20	21	41	25	24	49	24	23	1*	–
41	1633	Enniskeen, .	Edendugally, m.	77	–	77	65	–	65	30	26	1*	–
42	1634	Annagcliffe, .	Pullamore, m.	49	–	49	92	–	92	20	33	1*	–
43	1759	Annagh, . .	Strahagland, . .	38	33	71	38	31	69	29	35	1*	–
44	1899	Drumgoon, .	Cootehill, f.	–	68	68	–	82	82	23	35	–	1*
45	1951	Do. . .	Dernakesh, f.	–	60	60	–	60	60	17	19	–	1
46	1935	Templeport, .	Currin, . . .	49	43	92	55	72	127	41	43	1	–
47	2180	Lurgan, . .	Lattoon, f.	–	37	37	–	52	52	14	20	–	1*
48	2187	Annagh, . .	Keelagh, . .	38	34	72	39	34	73	33	35	1	–
49	2211	Killinagh, .	Castlebawn, . .	36	19	55	39	12	51	34	30	1*	–
50	2304	Annagcliffe, .	Pullamore, f.	–	80	80	–	72	72	26	33	–	1
51	2341	Drumlane, .	Kilcunny, f.	–	74	74	–	77	77	27	36	–	1
52	2371	Kildallen, .	Killygorman, m.	65	–	65	61	–	61	30	28	1*	–
53	2738	Killinkere, .	Finternaught, m.	62	–	62	51	–	51	31	30	1*	–
54	2739	Do. . .	Do. f.	–	62	62	–	77	77	25	32	–	1*
55	2742	Crosserlough, .	Cullow, . . .	75	35	110	94	45	139	68	75	1*	–
56	2743	Do. . .	Leharry, m.	66	–	66	76	–	76	29	30	1	–
57	2744	Do. . .	Do. f.	–	113	113	–	117	117	54	70	–	1*
58	2756	Larah, . .	Longfield, . .	76	40	116	87	52	139	43	44	1*	–
59	2763	Kilmore, . .	Ballynagh, f.	–	54	54	–	53	53	34	35	–	1*
60	2775	Annagh, . .	Kilnalack, . m.	73	–	73	75	–	75	36	17	1	–
61	2853	Tomregan, .	Ballyconnell, . m.	101	–	101	81	–	81	51	44	1*	–
62	2927	Templeport, .	Bawnboy, . .	48	49	c97	45	53	98	32	67	1*	–
63	2929	Knockbride, .	Latchey, . .	34	28	62	42	35	77	28	46	1	–

* Residence rent free for teacher.

[b] No return of attendance.

in operation on the 31st December, 1855.—Province of ULSTER.

CAVAN—178 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	1	–	–	2	2	8	6	—			33	0	0	2	18	5	3	0	0	5	18	5		1
3[2]	E.C.	–	–	–	–	–	1	—			—			16	0	0	0	12	0	—			[a]0	12	0	A.	2
3[2]	R.C.	–	–	–	–	–	1	1	6	2	—			16	0	0	1	11	0	—			[a]1	11	0	V.T.	3
3[2]	R.C.	–	–	–	–	–	1	1	1	6	—			14	0	0	0	16	0	—			0	16	0	V.T.	4
Prob.	E.C.	–	–	–	–	–	1	—			—			12	10	0	3	4	6	—			[a]3	4	6		5
Prob.	R.C.	–	–	–	–	–	1	0	10	8	—			12	10	0	1	0	0	—			1	0	0	V.T.	6
3[1]	R.C.	–	–	–	–	–	1	0	16	7	—			16	0	0	1	10	5	0	10	0	2	0	5	V.T.	7
3[1]	R.C.	–	–	–	–	–	1	0	12	6	—			19	0	0	2	5	6	—			2	5	6	V.T.	8
3[2]	R.C.	–	–	–	–	–	1	1	1	0	—			16	0	0	4	0	0	—			4	0	0	V.T.	9
Prob.	R.C.	–	–	–	–	–	1	0	12	7	—			16	16	8	1	0	0	—			[a]1	0	0	V.T.	10
3[2]	R.C.	–	–	–	–	–	1	0	18	2	—			14	0	0	2	0	0	—			2	0	0	V.T.	11
3[1]	E.C.	–	–	–	–	–	1	—			—			19	0	0	0	10	0	—			0	10	0	V.T.	12
3[1]	Disst.	–	–	–	–	–	1	0	12	6	—			16	0	0	12	7	6	—			12	7	6	V.T.	13
Prob.	–	–	–	1	–	–	2	—			—			4	15	0	—			—			—				14
3[2]	R.C.	–	–	–	–	–	1	1	7	2	—			16	0	0	1	13	4	3	0	0	4	13	4		15
Prob.	R.C.	–	–	–	–	–	1	0	13	6	—			12	10	0	1	6	6	—			1	6	6		16
1[8]	R.C.	–	–	–	–	–	1	0	15	4	—			28	10	0	1	13	0	6	11	0	[a]8	4	0	V.T.	17
2[2]	R.C.	–	–	–	–	–	1	0	8	3	—			18	0	0	2	7	6	1	10	0	3	17	6	V.T.	18
3[2]	R.C.	–	–	–	–	–	1	1	0	4	—			15	0	0	1	13	0	—			1	13	0	V.T.	19
3[1]	R.C.	–	–	–	–	–	1	0	5	0	1	10	0	19	0	0	2	0	0	—			2	0	0		20
2[2]	R.C.	–	–	–	–	–	1	0	12	6	1	10	0	22	6	0	0	17	6	—			0	17	6	V.T.	21
3[1]	R.C.	–	–	–	–	1	2	0	18	4	1	10	0	20	13	4	2	6	6	—			2	6	6	V.T.	22
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	18	0	0	1	15	0	—			1	15	0	V.T.	23
Prob.	R.C.	–	–	–	–	–	1	1	4	4	1	10	0	7	15	10	0	15	0	—			0	15	0	V.T.	24
3[1]	R.C.	–	–	–	–	–	1	1	2	10	—			19	0	0	0	16	6	—			0	16	6	V.T.	25
3[2]	R.C.	–	–	–	–	–	1	—			—			15	0	0	0	15	0	—			0	15	0	V.T.	26
3[1]	E.C.	–	–	–	–	–	1	1	11	3	—			19	0	0	2	2	10	8	0	0	[a]10	2	10		27
Prob.	R.C.	–	–	–	–	–	1	0	13	7	—			14	5	0	1	15	0	—			1	15	0	V.T.	28
2[1]	R.C.	–	–	–	–	–	1	1	15	11	—			23	10	0	6	12	3	—			6	12	3		29
3[2]	R.C.	–	–	–	–	–	1	—			1	17	6	16	0	0	1	2	0	—			1	2	0		30
3[1]	R.C.	–	–	–	–	–	1	0	12	4	1	10	0	19	0	0	1	10	1	—			1	10	1	V.T.	31
3[1]	R.C.	–	–	–	1	–	2	1	1	1	1	17	6	19	3	4	3	14	0	—			3	14	0	A.	32
2[1]	R.C.	–	–	–	–	–	1	1	7	8	1	10	0	24	0	0	1	0	6	—			1	0	6	V.T.	33
Prob.	R.C.	–	–	–	–	–	1	0	14	0	—			14	16	8	0	13	11	—			0	13	11	V.T.	34
2[2]	R.C.	–	–	–	1	–	2	2	13	0	1	10	0	30	0	0	3	16	0	—			3	16	0	A.	35
1[2]	R.C.	–	–	–	–	–	1	2	1	10	—			34	0	0	7	7	2	—			[a]7	7	2	V.T.	36
3[1]	R.C.	–	–	–	–	–	1	0	7	6	—			19	0	0	0	16	6	—			0	16	6	A.	37
Prob.	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	12	13	4	0	12	3	—			0	12	3	V.T.	38
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	1	2	6	—			1	2	6	A.	39
3[2]	R.C.	–	–	–	–	–	1	0	7	4	1	10	0	16	0	0	2	19	0	4	0	0	[a]6	19	0	V.T.	40
3[1]	R.C.	–	–	–	–	–	1	1	5	3	1	10	0	19	0	0	1	14	7	—			1	14	7	V.T.	41
2[2]	R.C.	–	–	–	–	–	1	0	11	8	—			22	0	0	1	16	2	—			[a]1	16	2	V.T.	42
2[1]	R.C.	–	–	–	–	–	1	1	2	2	1	10	0	24	0	0	5	6	1	—			5	6	1		43
2[2]	R.C.	–	–	–	–	–	1	2	2	8	1	10	0	18	0	0	2	6	8	—			[a]2	6	8	V.T.	44
2[2]	R.C.	–	–	–	–	–	1	2	1	7	1	10	0	16	0	0	0	13	4	—			0	13	4	V.T.	45
2[2]	R.C.	–	–	1	–	–	2	1	19	9	—			23	0	0	1	4	6	2	14	9	[a]3	19	3		46
3[1]	R.C.	–	–	–	–	–	1	0	5	0	—			16	0	0	1	7	0	—			1	7	0	V.T.	47
Prob.	R.C.	–	–	1	–	–	2	2	1	0	1	10	0	23	13	4	4	15	6	—			4	15	6	V.T.	48
3[2]	R.C.	–	–	–	–	–	1	0	15	6	—			16	0	0	2	12	0	—			2	12	0		49
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	1	3	3	—			1	3	3	V.T.	50
3[1]	R.C.	–	–	–	–	–	1	2	13	1	—			17	0	0	5	17	10	—			5	17	10		51
3[1]	R.C.	–	–	–	–	–	1	1	10	0	1	10	0	27	0	0	3	1	3	—			3	1	3	V.T.	52
2[1]	R.C.	–	–	–	–	–	1	1	9	6	—			24	0	0	2	10	0	2	17	6	[a]5	7	6		53
1[8]	R.C.	–	–	–	–	–	1	—			—			23	0	0	1	18	3	—			[a]1	18	3		54
2[1]	R.C.	1	–	–	–	–	2	1	8	7	—			40	0	0	5	3	0	—			5	3	0		55
3[1]	R.C.	–	–	–	–	–	1	1	2	8	—			19	0	0	3	3	6	—			[a]3	3	6		56
1[3]	R.C.	–	–	–	–	1	2	1	13	2	—			26	0	0	6	8	6	—			[a]6	8	6		57
2[2]	R.C.	–	–	–	–	–	1	1	19	7	1	17	6	22	0	0	0	16	6	1	0	0	1	16	6		58
1[3]	R.C.	–	–	–	–	–	1	1	3	1	1	10	0	18	0	0	2	16	0	—			2	16	0	A.	59
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	12	10	0	2	14	1	—			2	14	1	V.T.	60
2[1]	R.C.	–	–	–	–	–	1	1	2	5	1	17	6	27	0	0	5	2	0	2	0	0	7	2	0		61
2[1]	R.C.	–	–	–	–	–	1	1	18	3	1	10	0	17	13	4	0	9	6	0	7	0	0	16	6		62
3[1]	Pres.	–	–	–	–	–	1	1	18	7	1	10	0	19	0	0	5	9	8	—			5	9	8		63

[e] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
64	3157	Templeport,	Tullybrack, m.	96	–	96	90	–	90	31	38	1	–
65	3229	Drumgoon,	Cohagh, m.	51	–	[a]51	48	–	[a]48	23	28	1	–
66	3230	Do.	Do. f.	–	52	52	–	50	50	19	22	–	1
67	3370	Annagh,	Kilnalack, f.	–	22	22	–	33	33	10	16	–	1
68	3420	Annagcliffe,	Cavan Workhouse,	72	103	175	50	88	138	115	114	1 –	– 1*
69	3429	Templeport,	Drumloher,	43	40	83	40	37	77	33	61	1	–
70	3447	Bailieboro',	Bailieboro' Workhouse	54	34	93	30	29	59	43	35	–	1
71	3453	Knockbride,	Begliff,	27	34	[a]61	26	33	[a]59	35	27	1	–
72	3537	Killinagh,	Gubaveeny,	54	43	97	61	48	109	47	52	1	–
73	3547	Killdallen,	Killygorman, f.	–	70	70	–	63	63	25	32	–	1*
74	3571	Bailieboro',	Monaghanoose,	30	30	60	35	25	60	33	33	1	–
75	3584	Templeport,	Crea,	61	47	111	59	48	107	45	45	1*	–
76	3594	Killinagh,	Kilduff,	42	27	69	44	25	69	37	42	1	–
77	3595	Do.	Moneygashel,	40	39	79	45	47	92	45	49	1	–
78	3614	Lara,	Clifferna,	56	33	89	50	48	98	37	32	1	–
79	3615	Shercock,	Glasslick,	25	36	61	23	32	55	31	31	1	–
80	3643	Enniskeen,	Edendugally, f.	–	81	81	–	63	63	28	23	–	1
81	3644	Drumgoon,	Cootehill Workhouse,	89	64	153	82	53	153	75	66	1 –	– 1
82	3692	Tomregan,	Ballyconnell f.	–	68	68	–	73	73	34	39	–	1*
83	3696	Knockbride,	Knockbride,	42	44	86	41	48	89	35	28	1*	–
84	3710	Castletara,	Castletara,	51	–	51	60	–	60	19	28	1	–
85	3711	Knockbride,	Corlattycarrolls,	46	35	81	45	34	79	23	26	1*	–
86	3726	Bailieboro'	Drinecarrow,	43	22	65	39	22	61	36	33	1*	–
87	3776	Mullagh,	Raffeny,	61	50	111	62	53	115	54	26	1*	–
88	3821	Killinagh,	Gortechill,	108	71	179	113	85	198	41	40	1*	–
89	4024	Templeport,	Tullycasson,	46	29	75	55	36	91	48	59	1*	–
90	4025	Castletara,	Castletara, f.	–	48	48	–	68	68	22	27	–	1
91	4026	Killeshandra,	Croghan,	47	25	72	45	31	76	23	23	1*	–
92	4027	Drumlommon,	Mynagh,	52	37	89	50	42	92	35	33	1	–
93	4141	Templeport,	Tullybrack, f.	–	97	97	–	93	93	24	34	–	1
94	4199	Drumgoon,	Drutimon,	37	24	61	45	32	77	29	35	1	–
95	4256	Drumlane,	Drumkerl, temp.	59	–	59	51	–	51	32	30	1*	–
96	4257	Mullagh,	Doon,	61	43	104	61	48	109	40	35	1	–
97	4289	Drumlane,	Corcanidos,	20	32	52	23	31	54	28	30	–	1*
98	4348	Killeshandra,	Gortnagarry,	58	52	110	56	55	111	51	45	1	–
99	4363	Denn,	Crosskeys,	60	38	98	62	34	96	40	50	1*	–
100	4371	Loughan,	Lough Ramon, agrl	100	70	171	82	51	133	72	59	1	–
101	4375	Annagcliffe,	Cavan, m.	81	–	81	112	–	112	60	60	1	–
102	4376	Do.	Do. f.	–	116	116	–	92	92	49	58	–	1
103	4538	Knockbride,	Drumbinnis,	55	22	77	59	36	95	21	25	1*	–
104	4591	Enniskeen,	Northlands,	67	64	131	69	55	124	44	43	1	–
105	4592	Knockbride,	Cullies,	64	47	111	66	51	117	46	53	1	–
106	4593	Drumgoon,	Knappagh,	70	50	120	95	53	148	42	60	1	–
107	4605	Killinkeene,	Duriham,	58	39	97	54	43	97	48	39	1	–
108	4626	Drumlane,	Milltown, f.	–	84	84	–	61	61	35	30	–	1*
109	4632	Drumgoon,	Killyclare,	57	37	94	48	39	87	31	34	1*	–
110	4633	Kinawley,	Swanlinbar,	43	19	62	70	46	116	27	55	1*	–
111	4634	Drumlane,	Drumkerl, f.	–	47	47	–	45	45	24	25	–	1
112	4676	Knockbride,	Tricarvagh,	41	33	74	36	21	57	36	20	1	–
113	4685	Killinagh,	Tullinamoil,	60	42	102	72	38	110	55	71	1	–
114	4716	Scrabby,	Scrabby,	57	–	57	64	–	64	30	33	1	–
115	4886	Kinawley,	Derryrolt,	51	28	[a]79	40	30	[a]70	24	32	1*	–
116	4942	Drung,	Drung, m.	53	–	53	64	–	64	34	26	1*	–
117	4948	Killinkere,	Killinkere,	64	38	102	61	35	96	42	44	1	–
118	4962	Do.	Carrygorman,	38	43	81	41	48	89	39	38	1*	–
119	4985	Killinagh,	Tubber,	60	21	81	47	19	66	50	36	1	–
120	4986	Bailieborough,	Crocknahatna,	50	34	84	58	33	91	33	40	1*	–
121	5104	Laragh,	Ardadagh,	51	37	88	47	49	96	37	44	1*	–
122	5162	Lurgan,	Virginia, m.	88	–	88	83	–	83	55	55	1*	–
123	5163	Do.	Do. f.	–	68	68	–	81	81	32	36	–	1*
124	5173	Shercock,	Nolagh,	66	51	117	46	29	75	39	24	1*	–

[a] Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER: County of CAVAN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	R.C.	–	–	–	–	–	1	1	0	2	1	17	6	24	0	0	1	8	0	—			1	8	0	V.T.	64
2[2]	R.C.	–	–	–	–	–	1	0	14	4	1	10	0	22	0	0	3	5	4	—			3	5	4	V.T.	65
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	11	0	0	1	7	11	—			1	7	11	V.T.	66
Prob.	R.C.	–	–	–	–	–	1	0	13	7	1	10	0	9	6	8	1	17	4	—			1	17	4	V.T.	67
Prob.	E.C. }	–	–	–	–	–	2		—			—			—			—		—				—			68
Prob.	E.C. }																										
3[1]	R.C.	–	–	1	–	–	2	1	3	7		—		27	0	0	2	2	2	—			2	2	2	V.T.	69
3[2]	R.C.	–	–	–	–	–	1	1	2	8	1	10	0		—			—		—				—			70
3[1]	R.C.	–	–	–	–	–	1	0	5	9	1	10	0	19	0	0	2	1	6	—			2	1	6		71
3[1]	R.C.	–	–	1	–	–	2		—		1	10	0	27	0	0	2	0	0	—			2	0	0		72
2[2]	R.C.	–	–	–	–	–	1	0	16	7	1	10	0	18	0	0	0	19	0	—			0	19	0	V.T.	73
2[2]	R.C.	–	–	–	–	–	1	1	2	0	1	10	0	22	0	0	5	15	7	—			5	15	7		74
3[1]	R.C.	–	–	–	–	–	1	1	6	3	1	10	0	19	0	0	5	5	6	3	10	0	8	15	6		75
3[1]	R.C.	–	–	–	–	–	1	1	5	7	1	10	0	19	0	0	3	10	6	—			3	10	6		76
2[2]	R.C.	–	–	1	–	–	2		—		1	10	0	31	0	0	1	2	6	0	4	0	1	6	6		77
2[1]	R.C.	–	–	–	–	–	1	2	0	11	1	10	0	24	0	0	6	2	3	—			6	2	3		78
3[2]	Pres.	–	–	–	–	–	1	1	6	2	1	10	0	16	0	0	2	10	4	6	0	0	8	10	4		79
3[2]	R.C.	–	–	–	–	–	1	1	1	1	1	10	0	14	0	0	1	16	5	—			1	16	5	V.T.	80
Prob.	R.C. }	–	–	–	–	–	2	4	9	7		—			—			—		—				—			81
3[1]	Pres. }																										
3[1]	R.C.	–	–	–	–	–	1		—			—		17	10	0	2	4	3	0	10	0	2	14	3		82
2[1]	R.C.	–	–	–	–	–	1	0	6	8		—		19	10	0	2	0	0	—			2	0	0		83
3[2]	R.C.	–	–	–	–	–	1	0	10	4		—		12	10	0	1	17	6	—			1	17	6		84
3[2]	R.C.	–	–	–	–	–	1	1	3	11		—		16	0	0	2	10	0	—			2	10	0		85
1[2]	E.C.	–	–	–	–	–	1	0	10	1		—		34	0	0	4	6	0	—			4	6	0		86
2[2]	R.C.	–	–	–	–	–	1	1	7	0		—		22	0	0	4	9	4	—			4	9	4		87
2[2]	R.C.	–	–	1	–	–	2	0	10	3		—		28	10	0	3	5	10	1	0	0	[b]4	5	10		88
3[1]	R.C.	–	–	–	–	–	1	1	16	5		—		19	0	0	2	18	6	—			2	18	6		89
3[2]	R.C.	–	–	–	–	–	1	0	10	10		—		14	0	0	2	10	3	—			2	10	3		90
3[2]	Pres.	–	–	–	–	–	1	1	17	5		—		16	0	0	2	5	5	5	0	0	[b]7	5	5		91
3[2]	R.C.	–	–	–	–	–	1	1	1	6		—		16	0	0		—		—				—			92
Prob.	R.C.	–	–	–	–	–	1	0	10	0		—		11	0	0	0	15	0	—			0	15	0	V.T.	93
3[2]	Pres.	–	–	–	–	–	1	1	8	3		—		17	10	0	3	13	6	—			3	13	0		94
3[1]	R.C.	–	–	–	–	–	1	1	3	11	1	10	0	24	0	0	2	11	10	—			2	11	10		95
2[1]	R.C.	–	–	–	–	–	1	0	19	7	1	10	0	27	0	0	3	17	0	—			3	17	0		96
3[1]	R.C.	–	–	–	–	–	1	0	12	0	1	10	0	16	0	0	3	7	0	—			3	7	0		97
3[1]	R.C.	–	–	–	1	–	2	1	2	2	1	17	6	27	13	4	4	6	0	—			4	6	0		98
3[2]	R.C.	–	–	–	–	–	1	0	9	3		—		16	0	0	2	6	6	—			2	6	6		99
2[2]	R.C.	–	–	–	–	–	1	2	5	4	1	17	6	27	18	4	6	0	1	10	0	0	[b]16	0	1		100
2[2]	R.C.	–	–	–	–	–	1		—			—		22	0	0	2	12	0	—			2	12	0		101
2[2]	R.C.	–	–	–	–	1	2		—			—		24	13	4	1	14	9	—			1	14	9		102
3[2]	R.C.	–	–	–	–	–	1	0	16	9	1	10	0	20	15	0	2	4	9	—			2	4	9		103
3[1]	R.C.	–	–	–	–	–	1	0	16	5	1	17	6	19	0	0	4	2	0	—			4	2	0		104
2[2]	R.C.	–	–	–	–	–	1	2	12	2	1	17	6	24	0	0	2	6	4	8	0	0	10	6	4		105
2[2]	R.C.	–	–	–	1	–	2	1	16	3	1	17	6	21	0	0	4	2	11	6	0	0	10	2	11		106
3[2]	R.C.	–	–	–	–	–	1	1	4	6	1	10	0	16	0	0	3	1	0	—			3	1	0		107
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	1	15	0	—			1	15	0		108
3[1]	E.C.	–	–	–	–	–	1	0	11	2	1	10	0	19	0	0	4	12	6	—			4	12	6		109
3[2]	R.C.	–	–	–	–	–	1	0	8	0	1	10	0	16	0	0	4	0	0	—			4	0	0		110
Prob.	R.C.	–	–	–	–	–	1	0	8	2	1	10	0	5	0	0	1	4	10	—			1	4	10		111
3[2]	R.C.	–	–	–	–	–	1	0	16	4	1	10	0	16	0	0	2	0	0	—			2	0	0		112
3[2]	R.C.	–	–	–	–	–	1	0	18	10	1	10	0	16	0	0	0	19	0	—			0	19	0		113
Prob.	R.C.	–	–	–	–	–	1	1	19	8	1	10	0	19	0	0	0	7	6	—			0	7	6		114
3[1]	R.C.	–	–	–	–	–	1	0	15	0	1	10	0	19	0	0	2	1	0	—			2	1	0		115
2[2]	R.C.	–	–	–	–	–	1	0	16	10	1	10	0	22	0	0	2	2	0	—			2	2	0		116
3[1]	R.C.	–	–	–	–	–	1	1	12	3	1	10	0	16	10	0	3	19	3	—			3	19	3		117
3[1]	R.C.	–	–	–	–	–	1	1	2	10		—		19	0	0	3	4	5	—			3	4	5		118
3[2]	R.C.	–	–	–	–	–	1	0	7	1	1	10	0	16	0	0	2	14	0	—			2	14	0		119
2[1]	R.C.	–	–	–	–	–	1	1	8	0		—		24	0	0	7	7	0	—			7	7	0		120
2[2]	R.C.	–	–	–	–	–	1	1	13	10		—		22	0	0	2	13	5	—			2	13	5		121
1[2]	R.C.	–	–	–	1	–	2	0	15	5	1	17	6	37	0	0	13	8	2	—			13	8	2	V.C.	122
1[3]	R.C.	–	–	–	–	1	2		—		1	10	0	24	6	8	3	14	6	—			3	14	6	V.C.	123
3[1]	R.C.	–	–	–	–	–	1	1	8	10	0	19	6	15	10	0	1	10	6	—			1	10	6		124

[b] Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
125	5174	Castlerahan, .	Castlerahan, m.	97	–	97	89	–	89	43	35	1*	–
126	5175	Castlerahan, .	Castlerahan, f.	–	63	63	–	60	60	30	29	–	1*
127	5231	Drumgour, .	Cootehill, No. 2. m.	69	–	69	81	–	81	45	43	1*	–
128	5232	Do. . .	Do. f.	–	47	47	–	58	58	20	31	–	1*
129	5249	Annagcliffe, .	Curlurgan, f.	–	45	45	–	39	39	17	20	–	1*
130	5270	Kinawley, .	Commas, . .	33	12	45	34	17	51	20	26	1*	–
131	5305	Do. . .	Tiercahan, . .	22	13	35	25	15	40	36	42	1	–
132	5306	Templeport, .	Tomena, . .	27	36	63	22	27	49	27	26	1	–
133	5358	Drumlommon, .	Cloncarade, .	47	34	81	48	40	88	48	40	1*	–
134	5359	Killinagh, .	Meneslieave, . .	58	30	88	67	37	104	46	54	1*	–
135	5580	Bailieborough, .	Lear, . . .	47	42	89	50	54	104	47	56	1	–
136	5581	Lavy, . .	Dromaveigh, m.	91	–	91	95	–	95	44	38	1*	–
137	5627	Bailieborough,	Bailieborough, Dist. Model, m.	78	–	78	76	–	76	62	58	1* 1	– –
138	5628	Do. . .	Do. f.	–	70	70	–	70	70	53	51	–	1*
139	5699	Kildallen, .	Kildallen, f.	–	47	47	–	45	45	20	21	–	1
140	5759	Drumlane, .	Kilnaglare, . .	42	40	[b]82	32	28	60	[b]20	28	1	–
141	5785	Lavy, . .	Dromaveigh, f.	–	71	71	–	67	67	29	28	–	1
142	5786	Shercock, .	Shercock, . .	43	–	43	65	–	65	22	29	1*	–
143	5821	Killeshandra, .	Arva, . . .	103	109	212	114	91	205	105	121	1	–
144	5897	Drung, . .	Drung, f.	–	57	57	–	80	80	22	31	–	1*
145	6022	Lavy, . .	Curahoe, m.	115	–	115	116	–	116	43	51	1*	–
146	6051	Drung, . .	Lappan, f.	9	16	25	12	15	27	25	29	–	1
147	6052	Shercock, .	Shercock, f.	–	45	45	–	46	46	18	16	–	1
148	6221	Drumlommon, .	Clonoose, . .	88	–	88	80	–	80	48	37	1*	–
149	6280	Lavy, . .	Currahoe, f.	–	67	67	–	70	70	32	45	–	1
150	6322	Drumlommon, .	Clonoose, f.	–	74	74	–	61	61	40	29	–	1
151	6323	Kilbride, . .	Dungummin, m.	93	–	93	90	–	90	51	36	1	–
152	6324	Do. . .	Do. f.	–	72	72	–	74	74	38	32	–	1
153	6399	Scrabby, .	Scrabby, f.	–	54	54	–	61	61	31	40	–	1
154	6440	Crosserlough, .	Drumkilly, m.	110	–	110	91	–	91	56	60	1	–
155	6441	Do. . .	Do. f.	–	104	104	–	104	104	49	54	–	1*
156	6580	Knockbride, .	Ardmone, f.	–	50	50	58	61	119	24	40	–	1*
157	6628	Drumlane, .	Ashgrove, f.	–	94	94	–	82	82	25	24	–	1*
158	6637	Crosserlough, .	Drumrora, . .	67	–	67	78	–	78	35	38	1	–
159	6780	Killinagh, .	Baran, . . .	45	26	71	46	26	72	50	45	1	–
160	6857	Killinkere, .	Tarmon, . .	68	49	117	51	42	93	45	49	1	–
161	6875	Lower Larah, .	Caulfield, . .	56	56	112	52	55	107	42	39	1	–
162	6876	Upper Larah, .	Tullyinchan, . .	90	43	133	97	57	154	55	50	1	–
163	6910	Templeport, .	Bawnboy, Workhouse,	33	42	75	24	37	61	62	55	1*	1
164	6997	Killinagh, .	Monragh, . .	38	34	72	42	41	83	50	44	1	–
165	6998	Templeport, .	Tullyveela, . .	48	36	84	53	39	92	46	45	1	–
166	7023	Denn, . .	Denn, . . .	88	–	88	102	–	102	45	47	1	–
167	7042	Crosslough, .	Drumrora, f.	–	59	59	–	79	79	31	35	–	1
168	7079	Templeport, .	Daravagh, . .	67	52	119	73	53	126	50	55	1	–
169	7109	Castleraghen, .	Lacken, . . .	87	–	87	67	–	67	38	33	1	–
170	7142	Kildrumsherdan, .	Dooharrick, . .	59	34	93	75	60	135	43	57	1	–
171	7201	Mullagh, . .	Mullagh, . .	52	53	105	44	46	90	52	33	–	1
172	7219	Templeport, .	Arderra, . .	60	56	116	62	61	123	41	40	1	–
173	7231	Kilbride, .	Garrysallagh,[a] f.	–	–	–	–	40	40	–	29	–	1*
174	7255	Killeshandra, .	Killeshandra, m.	82	–	82	116	–	116	40	32	1*	–
175	7256	Do. . .	Do. f.	–	57	57	–	120	120	26	47	–	1
176	7276	Castlerahan, .	Ballyjamesduff,[a] .	–	–	–	20	70	90	–	73	–	1
177	7282	Templeport, .	Cappenagh, . .	47	38	85	42	36	78	54	48	–	1
178	7293	Denn, . .	Denn, f.	–	77	77	–	83	83	36	35	–	1
			Total in Cavan,	7,705	6,319	14,024	7,844	6,693	14,537	6,476	6,85[illegible]	125	57

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER: County of CAVAN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.										
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
31	R.C.	–	–	–	–	–	1	1	4	5	–	–	–	16	0	0	2	17	0	–	–	–	2	17	0		125
13	R.C.	–	–	–	–	–	1	0	10	6	–	–	–	19	10	0	2	3	0	–	–	–	2	3	0		126
21	Pres.	–	–	–	–	–	1	2	17	0	–	–	–	19	0	0	7	3	8	–	–	–	[a]7	3	8		127
31	R.C.	–	–	–	–	–	1	0	10	0	–	–	–	16	0	0	3	0	10	–	–	–	[a]3	0	10		128
31	R.C.	–	–	–	–	–	1	1	11	8	–	–	–	16	0	0	1	7	9	–	–	–	1	7	9	A.	129
31	R.C.	–	–	–	–	–	1	0	6	0	–	–	–	19	0	0	1	13	0	–	–	–	1	13	0		130
Prob.	R.C.	–	–	–	–	–	1	0	4	9	–	–	–	12	10	0	1	5	0	–	–	–	1	5	0		131
32	R.C.	–	–	–	–	–	1	0	14	7	–	–	–	12	10	0	1	0	0	–	–	–	1	0	0		132
32	R.C.	–	–	–	–	–	1	1	4	0	–	–	–	16	0	0	2	17	6	–	–	–	2	17	6		133
32	R.C.	–	–	–	–	–	1	1	8	7	–	–	–	19	0	0	3	2	6	–	–	–	3	2	6		134
31	Pres.	–	–	–	–	–	1	2	9	9	–	–	–	16	0	0	7	17	6	–	–	–	[a]7	17	6		135
31	R.C.	–	–	–	–	–	1	1	12	10	–	–	–	19	0	0	5	0	9	–	–	–	5	0	9		136
Agric.	Pres.	1	–	–	1	–	4	9	1	7	16	9	6	–	–	–	–	–	–	–	–	–	–	–	–	v.c.	137
–	R.C.																										
–	R.C.	–	1	–	–	5	7		–		10	0	0	–	–	–	–	–	–	–	–	–	–	–	–	v.c.	138
Prob.	R.C.	–	–	–	–	–	1	0	10	4	–	–	–	11	0	0	0	4	0	–	–	–	0	4	0	v.t.	139
Prob.	R.C.	–	–	–	–	–	1	0	7	10	1	10	0	13	0	10	1	13	6	–	–	–	1	13	6		140
31	R.C.	–	–	–	–	–	1		–		1	10	0	16	0	0	–	–	–	3	1	6	3	1	6		141
31	R.C.	–	–	–	–	–	1		–		1	10	0	19	0	0	4	12	6	–	–	–	4	12	6		142
22	R.C.	–	–	1	1	–	3	3	0	3	2	12	6	38	0	0	3	1	0	–	–	–	3	1	0		143
32	R.C.	–	–	–	–	–	1		–		1	10	0	14	0	0	1	1	3	–	–	–	[a]1	1	3		144
31	R.C.	–	–	–	–	–	1	3	3	6	–	–	–	19	0	0	2	10	4	–	–	–	2	10	4		145
Prob.	R.C.	–	–	–	–	–	1		–		–	–	–	11	0	0	0	15	0	–	–	–	0	15	0		146
31	R.C.	–	–	–	–	–	1	0	14	3	–	–	–	16	0	0	0	8	6	–	–	–	0	8	6		147
31	R.C.	–	–	–	–	–	1	0	12	0	–	–	–	16	0	0	1	7	6	–	–	–	1	7	6		148
32	R.C.	–	–	–	–	–	1	1	1	3	–	–	–	14	0	0	1	6	2	–	–	–	[a]1	6	2		149
32	R.C.	–	–	–	–	–	1	0	10	5	–	–	–	14	0	0	1	6	0	–	–	–	1	6	0		150
Prob.	R.C.	–	–	–	–	–	1	2	4	3	–	–	–	19	13	4	4	5	7	–	–	–	4	5	7		151
32	R.C.	–	–	–	–	–	1		–		–	–	–	13	15	0	2	5	0	–	–	–	2	5	0		152
32	R.C.	–	–	–	–	–	1	0	11	7	–	–	–	14	0	0	3	10	6	–	–	–	3	10	6		153
32	R.C.	–	–	–	–	–	1	1	11	1	–	–	–	16	0	0	7	6	10	–	–	–	7	6	10		154
22	R.C.	–	–	–	–	–	1	0	10	3	–	–	–	18	0	0	5	9	0	–	–	–	5	9	0		155
31	Pres.	–	–	–	–	–	1	0	13	3	1	10	0	16	0	0	4	5	6	–	–	–	4	5	6		156
31	R.C.	–	–	–	–	–	1		–		1	10	0	17	0	0	1	10	0	–	–	–	[a]1	10	0		157
22	R.C.	–	–	–	–	–	1		–		1	10	0	23	10	0	5	2	7	–	–	–	5	2	7		158
Prob.	R.C.	–	–	–	–	–	1	1	11	10	0	19	6	21	0	0	3	13	1	–	–	–	3	13	1		159
32	R.C.	–	–	–	–	–	1	2	8	0	–	–	–	12	10	0	3	18	2	–	–	–	3	18	2		160
Prob.	R.C.	–	–	–	–	–	1	1	1	0	–	–	–	9	15	0	0	17	6	–	–	–	0	17	6		161
Prob.	R.C.	–	–	–	–	–	1	2	17	4	–	–	–	12	10	0	3	7	6	–	–	–	[a]3	7	6		162
32	R.C.	–	–	–	–	–	2	1	19	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–		163
Prob	E.C.																										
32	R.C.	–	–	–	–	–	1	0	13	3	–	–	–	12	10	0	2	10	0	–	–	–	2	10	0		164
32	R.C.	–	–	–	–	–	1	1	2	4	–	–	–	12	10	0	1	16	6	–	–	–	1	16	6		165
Prob.	R.C.	–	–	–	–	–	1	1	18	9	–	–	–	12	10	0	1	14	6	–	–	–	1	14	6		166
32	R.C.	–	–	–	–	–	1	1	0	11	–	–	–	15	10	0	2	13	1	–	–	–	2	13	1		167
32	R.C.	–	–	1	–	–	2	1	12	5	–	–	–	12	10	0	2	6	9	–	–	–	2	6	9		168
Prob.	R.C.	–	–	–	–	–	1	1	5	0	–	–	–	8	5	0	2	13	10	–	–	–	2	13	10		169
32	E.C.	–	–	–	–	–	1	2	10	0	–	–	–	11	11	8	6	15	6	5	0	0	11	15	6		170
32	R.C.	–	–	–	–	–	1	0	14	6	5	0	0	9	13	4	2	8	4	–	–	–	2	8	4		171
Prob.	R.C.	–	–	–	–	–	1	0	16	0	5	0	0	8	16	8	1	8	0	–	–	–	1	8	0		172
21	R.C.	–	–	–	–	–	1	1	1	0	4	0	0	7	6	8	1	10	0	–	–	–	1	10	0		173
21	R.C.	–	–	–	–	–	1	0	8	2	5	0	0	11	10	0	2	17	8	–	–	–	2	17	8		174
32	R.C.	–	–	–	–	–	1	0	11	1	5	0	0	6	16	8	3	17	0	–	–	–	3	17	0		175
31	R.C.	–	–	–	–	–	1		–		7	0	0	–	–	–	2	16	0	–	–	–	2	16	0		176
Prob.	R.C.	–	–	–	–	–	1	1	2	6	5	0	0	–	–	–	3	10	0	–	–	–	3	10	0		177
Prob.	R.C.	–	–	–	–	–	1		–		4	10	0	7	13	4	1	6	6	–	–	–	1	6	6		178
		2	1	10	7	9	211	185	18	1	130	13	6	3,034	16	8	473	1	2	83	15	9	556	16	11		178

[a] Not taken into connexion until after 31st March, 1855.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
1	159	Culduff,	Ballycharry,	55	–	55	53	–	53	38	25	1*	–
2	160	Do.	Bocan, m.	142	–	142	116	–	116	58	46	1*	–
3	161	Do.	Carramore,	75	55	130	59	57	116	61	46	1*	–
4	163	Clonlea,	Murlog,	44	42	86	48	37	85	44	43	1	–
5	165	Do.	Cloghfin,	23	20	43	20	17	37	22	18	1	–
6	166	Do.	Ballybogan,	40	27	67	43	31	74	30	25	1	–
7	167	Cloncha,	Aughaclay, m.	55	–	55	53	–	53	41	25	1*	–
8	168	Do.	Malinhead,	93	92	185	54	43	97	100	61	1	–, 1
9	170	Donagh,	St. Patrick's, m.	115	–	115	90	–	90	58	43	1*	–
10	171	Do.	Creightown,	62	67	129	21	28	49	53	21	1*	–
11	172	Fahan, Lower,	Cockhill,	130	113	243	137	100	237	83	68	1	–, 1
12	174	Muff,	Clunelly,	72	37	109	44	32	[a]76	30	37	–	1*
13	175	Meevagh,	Aghadachur,	47	31	78	27	17	44	51	26	1*	–
14	178	Moville, Upper,	Drung,	35	22	57	19	24	43	27	20	1	–
15	180	Do.	Carrickmaquigly,	38	30	68	37	26	63	33	29	1	–
16	182	Moville, Lower,	Gulladuff,	40	37	77	35	32	67	35	20	1	–
17	183	Do.	Glenagiveny,	23	34	57	23	36	59	33	20	1	–
18	1164	Tullaghobegly, West,	Derryheg,	20	12	32	48	34	82	20	20	1*	–
19	1235	Conwall,	Letterkenny, m.	77	–	77	80	–	80	45	39	1	–
20	1237	Clonmany,	Gaddyduff, m.	196	–	196	114	–	114	67	26	1*	–
21	1238	Clonlea,	Porthall,	43	41	84	33	34	67	41	34	1*	–
22	1239	Donagh,	Glassalts,	65	44	109	38	32	70	21	26	1	–
23	1240	Kilcar,	Keonaghan,	64	17	81	48	16	64	39	31	1	–
24	1241	Moville, Upper,	Ballyrattan,	28	29	57	28	28	56	33	31	1*	–
25	1242	Do.	Cabry,	52	62	114	57	43	100	75	55	1*	–
26	1360	Killaghtee,	Croagh,	76	13	89	71	15	86	31	34	1*	–
27	1361	Do.	Castletown,	52	21	73	41	24	65	33	28	1	–
28	1362	Meevagh,	Strahan,	77	40	117	40	20	60	64	30	1	–
29	1363	Donoughmore,	Gortuhar,	51	41	92	42	36	78	32	32	1*	–
30	1364	Kiltevock,	Cloghan,	85	40	125	53	31	84	76	36	1*	–
31	1471	Kilmacrenan,	Carnaganagh,	50	41	91	58	38	96	44	34	1	–
32	1472	Fahan, Upper,	Birdstown,	41	29	70	35	31	66	20	25	1*	–
33	1532	Donegal,	Leghowney,	47	30	77	70	43	113	34	31	1	–
34	1533	Kilmacrenan,	Cashel,	63	47	110	14	24	38	45	18	1	–
35	1572	Fahan, Lower,	Dumfries,	78	49	127	40	43	83	45	33	1*	–
36	1573	Dysertgeney,	Meenagh,	119	72	191	59	39	98	94	30	1	–, 1
37	1574	Fahan, Lower,	Lower Illies,	62	70	132	49	67	116	67	42	1*	–
38	1595	Fahan, Upper,	Crislagh Ordy. Agri.	54	37	91	53	55	108	39	44	1	–
39	1620	Donoughmore,	Cooladawson,	35	28	63	37	33	70	30	27	1*	–
40	1621	Killybegs,	Fintra,	70	30	100	65	39	104	47	47	1*	–
41	1622	Convoy,	Broadpath,	42	22	64	40	25	65	33	32	1*	–
42	1733	Lower Killybegs,	Ardara, m.	77	31	108	62	24	86	36	34	1*	–
43	1734	Inniskeel,	Mullamore,	46	23	69	41	20	61	29	26	1	–
44	1735	Killybegs, Upper,	Killybegs,	78	52	130	63	39	102	39	30	1*	–
45	1737	Raphoe,	Ruskey,	53	35	88	48	32	80	46	38	1*	–
46	1738	Cloncha,	Coolkenny, m.	84	–	84	40	–	40	46	23	1	–
47	1805	Clonmany,	Rasheny,	60	54	114	90	57	147	45	40	1*	–
48	1806	Do.	Beltra,	84	42	126	29	21	50	47	20	1*	–
49	1807	Do.	Tremasligo,	102	74	176	113	79	192	86	47	1*	–, 1
50	1923	Donoughmore,	Drummurphy,	33	14	47	–	–	[c]–	26	–	1	–
51	1964	Do.	Castlefin,	55	77	132	55	92	147	54	56	1*	–, 1
52	1968	Kilmacrenan,	Leiter,	49	52	101	29	38	67	40	27	1	–
53	2049	Burt,	Burt, No. 1,	38	–	38	44	–	44	18	19	1*	–
54	2054	Killybegs,	Meenavalley,	48	20	68	54	20	74	30	30	1*	–
55	2055	Donagh,	Glentogher,	56	43	99	17	29	46	40	15	1*	–
56	2056	Conwall,	Glencar,	44	22	66	54	24	78	26	27	1	–
57	2130	Lower Killybegs,	Ardara, f.	–	36	36	33	64	97	28	40	–	1

[a] Taken from Inspector's report.

in operation on the 31st December, 1855.—Province of Ulster.

DONEGAL—240 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.							
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1	1	7	3	—			19	0	0	2	10	4	—			2	10	4		1
1[3]	R.C.	–	–	–	–	–	1	0	17	0	—			28	10	0	6	2	1	—			6	2	1	B.	2
2[2]	R.C.	–	–	–	–	–	1	2	16	4	—			22	0	0	3	19	6	—			3	19	6	V.T.	3
2[2]	R.C.	–	1	–	–	–	2	0	19	9	—			36	0	0	5	17	9	—			5	17	9	V.T.	4
Prob.	R.C.	–	–	–	–	–	1	0	11	0	—			12	10	0	4	10	0	—			4	10	0	V.T.	5
Prob.	R.C.	–	–	–	–	–	1	0	18	6	—			20	6	8	4	2	0	—			4	2	0	V.T.	6
2[2]	R.C.	–	–	–	–	–	1	0	11	3	—			22	0	0	2	10	0	—			2	10	0		7
3[2] / 3[2]	R.C.	–	–	–	–	–	2	2	7	0	—			30	0	0	5	0	0	—			5	0	0	V.T.	8
2[1]	R.C.	–	–	–	–	–	1	2	10	7	1	10	2	24	0	0	7	1	5	—			7	1	5		9
2[2]	R.C.	–	–	–	–	–	1	1	7	3	1	10	0	22	0	0	3	15	6	—			3	15	6	V.T.	10
3[1] / 3[1]	R.C.	–	–	–	–	–	2	0	17	4	—			29	15	0	4	0	0	—			4	0	0	V.T.	11
1[3]	R.C.	–	–	1	–	–	2	1	0	0	—			22	10	0	2	11	2	2	10	0	[b]5	1	2	V.T.	12
3[2]	R.C.	–	–	–	–	–	1		—		—			16	0	0	4	2	9	—			4	2	9	A.	13
Prob.	R.C.	–	–	1	–	–	2	0	11	1	—			27	0	0		—		5	0	0	5	0	0		14
3[1]	E.C.	–	–	–	–	–	1		—		—			19	0	0	2	5	7	7	10	0	9	15	7		15
Prob.	R.C.	–	–	–	–	–	1	1	5	11	—			11	13	4	2	11	2	—			2	11	2		16
3[2]	R.C.	–	–	–	–	–	1	0	10	3	—			16	0	0	1	13	6	—			1	13	6		17
3[2]	R.C.	–	–	–	–	–	1	0	10	9	—			22	3	4	0	0	6	—			0	0	6	A.	18
2[2]	R.C.	–	–	–	–	–	1	1	10	3	1	10	0	22	0	0	7	5	7	—			7	5	7	V.T.	19
2[2]	R.C.	–	–	–	–	–	1	0	11	0	—			22	0	0	2	4	3	—			2	4	3	V.T.	20
3[1]	R.C.	–		–	–	–	1	0	14	1	1	10	0	19	0	0	5	13	0	1	0	0	6	13	0	V.T.	21
Prob.	R.C.	–	–	–	–	–	1	1	11	10	1	10	0	7	0	0	0	8	0	—			0	8	0	V.T.	22
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	19	0	0	—			6	2	0	8	2	0	V.T.	23
2[2]	E.C.	–	–	1	–	–	2	2	5	4	—			30	0	0	2	9	10	7	0	0	9	9	10	V.T.	24
2[1]	E.C.	–	–	1	–	–	2	0	14	6	—			32	0	0	4	17	6	10	0	0	14	17	6	V.T.	25
1[3]	R.C.	–	–	–	–	–	1	4	2	3	—			21	17	6	5	13	5	5	0	0	10	13	5	V.T.	26
3[2]	R.C.	–	–	–	–	–	1	1	10	0	1	10	0	16	0	0	3	7	0	5	0	0	8	7	0	V.T.	27
3[1]	R.C.	–	–	–	–	–	1	0	12	1	1	10	0	19	0	0	5	0	0	—			5	0	0	V.T.	28
3[2]	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	16	0	0	0	10	0	—			0	10	0	V.T.	29
3[2]	E.C.	–	–	–	–	–	1	0	15	9	—			24	0	0	2	5	0	24	0	0	[b]26	5	0	V.T.	30
3[2]	R.C.	–	–	1	–	–	2	0	10	6	1	10	0	24	0	0	4	1	4	—			[b]4	1	4	V.C.	31
3[2]	Pres.	–	–	–	–	–	1	0	13	11	—			22	0	0	3	18	6	—			3	18	6		32
3[2]	Pres.	–	–	–	–	–	1	1	0	0	1	10	0	16	0	0	4	0	11	—			[b]4	0	11		33
Prob.	E.C.	–	–	–	–	–	1	0	18	6	1	10	0	13	11	8	2	6	10	—			2	6	10		34
1[3]	R.C.	–	1	–	–	–	2	0	11	9	1	10	0	42	10	0	2	5	3	—			2	5	3		35
Prob. / 3[1]	R.C.	–	–	–	–	–	2		—			—		29	10	0		—			—			—		V.T.	36
2[2]	R.C.	–	–	1	–	–	2	0	16	10		—		30	0	0	1	7	6	6	10	0	[b]7	17	6	V.T.	37
Prob.	R.C.	–	–	1	–	–	2	0	13	0		—		36	16	8	2	0	0	10	10	6	12	10	6		38
3[1]	R.C.	–	–	–	–	–	1	1	6	3		—		19	0	0	2	1	4	—			2	1	4	V.T.	39
2[1]	R.C.	–	–	–	–	–	1	1	6	1	1	17	6	24	0	0	3	10	0	5	0	0	8	10	0	V.T.	40
2[1]	R.C.	–	–	–	–	–	1	0	5	3	1	10	0	24	0	0	4	0	0	—			4	0	0		41
2[1]	E.C.	–	–	–	–	–	1	0	15	8		—		23	0	0	3	19	11	—			[b]3	19	11	V.T.	42
3[2]	R.C.	–	–	–	–	–	1	1	5	1		—		14	11	8	1	7	0	—			1	7	0	V.T.	43
3[1]	R.C.	–	–	–	–	–	1	1	3	1		—		19	0	0	1	4	0	8	13	6	[b]9	17	6	V.T.	44
1[2]	R.C.	–	–	–	–	–	1	1	0	6		—		34	16	8	4	1	1	—			4	1	1	VTB	45
2[1]	R.C.	–	–	–	–	–	1	0	17	6	1	10	0	24	0	0	1	15	0	—			1	15	0		46
2[1]	R.C.	–	–	1	–	–	2	0	14	4		—		32	0	0		—		—				—		V.T.	47
2[2]	R.C.	–	–	–	–	–	1	0	17	11		—		22	0	0	1	7	6	—			1	7	6	V.T.	48
2[2] / Prob.	R.C.	–	–	–	–	–	2	2	4	7		—		32	0	0	6	3	7	—			6	3	7	V.T.	49
3[1]	E.C.	–	–	–	–	–	1		—			—		9	0	0		—		—				—			50
2[2] / 1[3]	R.C.	–	–	–	–	–	2		—			—		43	10	0	9	4	0	—			9	4	0		51
3[2]	Pres.	–	–	–	–	–	1	0	16	6		—		16	0	0	3	11	0	—			3	11	0		52
3[1]	R.C.	–	–	–	–	–	1	0	11	11		—		19	0	0		—		—				—			53
2[2]	R.C.	–	–	–	–	–	1	0	10	5	1	10	0	22	0	0	0	18	2	5	0	0	[b]5	18	2		54
2[1]	R.C.	–	–	–	–	–	1		—		1	10	0	24	0	0	0	17	6	—			0	17	6	V.T.	55
3[1]	R.C.	–	–	–	–	–	1	1	5	5		—		19	0	0	3	7	2	2	2	0	5	9	2	V.T.	56
2[2]	E.C.	–	–	–	–	–	1	0	10	10	1	10	0	12	0	0		—		—				—		V.T.	57

[b] Residence rent free for teacher.

[c] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
58	2131	Culduff,	Dristernan,	100	71	171	79	65	144	61	38	1* 1*	– –
59	2146	Tullaghobegly,	Gortahork,	81	46	127	47	35	82	40	24	1	–
60	2147	Clondevadock,	Ballymichael,	43	25	68	40	30	70	29	29	1	–
61	2251	Stranorlar,	Dooish,	38	34	72	34	27	61	37	29	1	–
62	2252	Killynard,	Donegal, m.	66	–	66	50	–	50	31	27	1*	–
63	2253	Do.	Do. f.	14	77	91	17	93	110	51	53	1*	–
64	2260	Raymonterdoney,	Ballyboe,	–	–	[b]–	34	6	40	–	[c]24	1*	–
65	2336	Conwal,	Letterkenny, f.	–	207	207	–	157	157	92	82	–	–
66	2369	Inniskeel,	Glenties,	90	30	120	85	23	108	68	55	1*	–
67	2388	Muff,	Ture, m.	75	–	75	49	–	49	39	20	1*	–
68	2406	Kilcar,	Shalvey,	57	19	76	43	20	63	34	23	1	–
69	2407	Fahan, lower,	Ballymacarry, m.	74	–	74	70	–	70	39	34	1*	–
70	2408	Do.	Do. f.	–	75	75	–	64	64	30	26	–	1*
71	2445	Clonmany,	Gaddyduff, f.	–	178	178	–	92	92	58	34	–	1
72	2471	Donoughmore,	Crossroads, No. 2,	66	48	114	35	46	81	25	35	–	1
73	2475	Do.	Knock,	37	21	58	27	20	47	25	25	1	–
74	2480	Tullyaughnish,	Ramelton, m.	56	–	56	61	–	61	28	24	1*	–
75	2527	Gartan,	Drumsilla,	50	45	95	35	27	62	34	23	1	–
76	2564	Tullyaughnish,	Ramelton, f.	–	72	72	–	67	67	29	26	–	1*
77	2585	Inver,	Drumbarrow,	55	22	77	60	31	91	38	29	1*	–
78	2615	Drumholm,	Ballintrea,	50	–	50	40	5	45	26	25	1*	–
79	2616	Raphoe,	Raphoe, m.	57	19	76	50	21	71	30	26	1*	–
80	2658	Inniskeel,	Croneybais,	34	–	34	54	–	54	29	24	1*	–
81	2659	Do.	Kilclooney,	58	33	91	69	37	106	50	50	1*	–
82	2660	Cloncha,	Keenagh, f.	–	105	105	–	65	65	26	18	–	1
83	2673	Burt,	Carrowan,	–	–	[b]–	22	16	38	[b]–	20	1	–
84	2680	Muff,	Threetrees,[d]		–	–	–	–	–	–	–	–	–
85	2687	Burt,	Carrowreagh,	20	5	25	–	–	[b]–	16	[b]–	1	–
86	2877	Inniskeel,	Drumbohill,	20	9	29	31	14	45	21	22	1	–
87	2903	Urney,	Alt, No. 1,	44	30	74	55	40	95	30	41	1	–
88	2988	Cloncha,	Malin,	78	71	149	61	46	107	73	58	1	–
89	2989	Lower Killybegs,	Kilrean, f.	26	18	44	20	16	36	22	21	–	1
90	3076	Kilcar,	Coquish,	88	34	122	76	38	114	47	31	1	–
91	3134	Kilbarron,	Creevy,	66	36	102	58	27	85	37	31	1*	–
92	3137	Ardara,	Loughriespoint, f.	–	60	60	–	66	66	19	28	–	1
93	3160	Fahan, Lower,	Tullydish, m.	53	–	53	54	–	54	24	20	1	–
94	3191	Donoughmore,	Dreenan,	37	28	65	26	30	56	30	28	1	–
95	3205	Conwal,	Rashedag,	47	23	70	28	21	49	34	23	1	–
96	3294	Tullaghobegly,East	Castlenagor,	66	66	132	26	27	53	53	10	1	–
97	3310	Leck,	Knockbrack, f.	36	40	76	25	25	50	25	19	–	1*
98	3311	Donagh,	St. Patrick's, f.	–	236	236	–	168	168	75	58	–	1*
99	3391	Urney,	Alt, No. 2,	65	12	77	55	29	84	38	33	1	–
100	3454	Clondevadock,	Drumfad,	44	28	72	37	26	63	32	20	1	–
101	3470	Moville, Lower,	Shrove,	30	19	49	16	14	30	32	26	1	–
102	3492	Do.	Moville,	43	14	57	45	23	68	55	35	1	–
103	3499	Kilcar,	Crov,	30	11	41	30	16	46	26	18	1	–
104	3500	Inniskeel,	Brackey,	16	7	23	31	16	47	23	38	1	–
105	3523	Kilmacrenan,	Edenaharnon,	40	35	75	35	27	62	27	23	1*	–
106	3606	Raphoe,	Glenmacquin,	55	43	98	39	33	72	33	21	1	–
107	3657	Innismacsaint,	Drumnagrough,	30	24	54	28	27	55	19	22	–	1*
108	3659	Conwal,	Carricknashanlan,	95	21	116	104	18	122	55	31	1	–
109	3687	Convoy,	Lisnisk,	56	50	106	38	34	72	50	36	1	–
110	3689	Innismacsaint,	Bundoran,	80	–	80	81	–	81	48	36	1	–
111	3703	Raphoe,	Ballyholey,	29	28	57	31	35	66	28	24	1*	–
112	3718	Kilmacrenan,	Legnahoory,	62	28	90	42	17	59	28	26	1*	–
113	3739	Templecrone,	Dungloe,	94	–	94	75	–	75	45	44	1*	–
114	3741	Drumholm,	Ballintra, f.	–	43	43	–	37	37	24	21	–	1
115	3743	Conwal,	Illistrim,	44	25	69	52	34	86	20	18	1*	–
116	3744	Do.	Bomine,	40	32	72	43	30	73	30	31	1*	–
117	3820	Donoughmore,	Donoughmore,	25	20	45	30	24	54	13	16	1	–
118	3854	Killynard,	Ballydevitt,	61	31	92	59	27	86	27	35	1	–
119	3855	Kilcar,	Straliel,	57	13	70	48	15	63	28	22	1	–

[a] Residence rent free for teacher.

[b] Closed this half-year.

on the 31st December, 1855.—Province of ULSTER: County of DONEGAL—*continued.*

Class.	Religion.	Teachers, Assistants, Workmistresses, and Monitors. Assistants: Males.	Assistants: Females.	Workmistresses and Teachers of Embroidery.	Monitors: Males.	Monitors: Females.	Total No. of Teachers, &c.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries. School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
1st	R.C.	–	–	–	–	–	2	1 0 0	1 10 0	39 10 0	1 9 10	—	1 9 10	V.T.	58
3d	R.C.														
3d	R.C.	–	–	–	–	–	1	0 14 0	1 10 0	19 0 0	0 8 7	—	0 8 7	B.	59
3d	R.C.	–	–	–	–	–	1	1 1 3	1 10 0	10 4 2	1 16 1	10 16 6	12 12 7	V.T.	60
3d	R.C.	–	–	–	–	–	1	0 13 0	1 10 0	17 0 0	3 8 7	—	[a]3 8 7	V.T.	61
1st	Pres.	–	–	–	–	–	1	1 9 10	1 10 0	34 0 0	5 0 0	10 0 0	[a]15 0 0		62
3d	Pres.	–	1	–	–	–	2	1 10 2	1 17 6	28 10 0	3 0 0	7 0 0	10 0 0	VT	63
2d	R.C.	–	–	–	–	–	1	—	1 10 0	4 13 4	—	—	—	A.	64
–	R.C.	–	–	–	–	–	–	7 0 0	—	—	—	—	—	V.T.	65
2d	R.C.	–	–	–	–	–	1	2 10 11	—	27 0 0	9 8 10	—	9 8 10	V.T.	66
2d	R.C.	–	–	–	–	–	1	1 13 10	1 10 0	22 0 0	3 10 0	1 10 0	5 0 0	V.T.	67
3d	E.C.	–	–	–	–	–	1	0 12 6	—	19 0 0	1 4 0	5 0 0	6 4 0	V.T.	68
1st	R.C.	–	–	–	–	–	1	—	—	28 10 0	3 9 0	—	[a]3 9 0		69
2d	R.C.	–	–	–	–	–	1	—	—	20 0 0	0 12 1	—	[a]0 12 1	VT	70
P.	R.C.	–	–	–	–	–	1	1 0 6	—	19 10 0	2 10 10	—	2 10 10	V.T.	71
P.	R.C.	–	–	–	–	–	1	1 4 2	—	9 15 0	0 13 0	—	0 13 0		72
3d	R.C.	–	–	–	–	–	1	0 12 10	—	16 0 0	2 3 0	—	2 3 0		73
3d	Pres.	–	–	–	1	–	2	3 8 7	—	26 15 0	5 1 6	—	5 1 6		74
P.	R.C.	–	–	–	–	–	1	0 8 10	—	11 18 4	2 0 0	—	[a]2 0 0		75
2d	Pres.	–	–	–	–	–	1	2 3 5	—	18 1 8	6 6 10	5 13 2	12 0 0		76
3d	R.C.	–	–	–	–	–	1	0 9 3	—	19 0 0	5 7 5	—	5 7 5	V.T.	77
3d	R.C.	–	–	–	–	–	1	0 12 3	—	19 0 0	5 12 0	—	5 12 0		78
3d	R.C.	–	–	–	–	–	1	0 11 0	—	19 0 0	4 5 3	—	4 5 3		79
2d	R.C.	–	–	–	–	–	1	4 0 0	—	22 0 0	6 2 9	5 0 0	[a]11 2 9		80
2d	R.C.	–	–	–	–	–	1	2 3 11	—	22 0 0	4 0 1	—	4 0 1		81
2d	Pres.	–	–	–	–	–	1	—	—	19 0 0	0 14 6	—	0 14 6		82
P.	Pres.	–	–	–	–	–	1	—	—	4 13 4	4 14 1	—	4 14 1		83
–	–	–	–	–	–	–	–	—	—	—	—	—	—		84
P.	Pres.	–	–	–	–	–	1	—	—	5 10 0	1 15 0	—	1 15 0		85
3d	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	0 13 7	—	0 13 7		86
3d	R.C.	–	–	–	–	–	1	—	1 10 0	13 10 0	7 4 2	1 10 0	8 14 2	V.T.	87
3d	E.C.	–	–	–	–	–	1	1 8 0	1 17 6	27 16 8	3 10 7	1 4 9	[a]4 15 4		88
3d	E.C.	–	–	–	–	–	1	0 3 11	1 10 0	14 0 0	—	—	—		89
3d	R.C.	–	–	–	–	–	1	0 10 3	1 10 0	16 0 0	2 1 8	5 0 0	7 1 8		90
2d	R.C.	–	–	–	–	–	1	0 10 2	1 10 0	25 0 0	3 2 6	—	3 2 6	A.	91
3d	E.C.	–	–	–	–	–	1	0 14 2	1 10 0	17 10 0	—	5 0 0	5 0 0		92
3d	R.C.	–	–	–	–	–	1	0 15 9	1 10 0	16 0 0	0 2 0	—	[a]0 2 0	V.T.	93
3d	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	1 17 0	—	1 17 0		94
3d	R.C.	–	–	–	–	–	1	0 10 6	1 10 0	19 0 0	1 16 6	—	1 16 6		95
3d	R.C.	–	–	–	–	–	1	—	—	15 16 8	—	—	—	A.	96
2d	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	0 11 5	—	0 11 5		97
1st	R.C.	–	1	–	–	–	2	4 12 0	1 17 6	48 5 0	7 15 11	—	7 15 11		98
3d	Pres.	–	–	–	–	–	1	1 10 11	1 10 0	16 0 0	1 9 0	—	1 9 0		99
2d	Pres.	–	–	–	–	–	1	1 4 3	1 10 0	22 0 0	5 0 8	—	5 0 8		100
3d	R.C.	–	–	–	–	–	1	1 0 0	1 10 0	19 0 0	1 8 0	5 0 0	6 8 0		101
3d	E.C.	–	–	1	–	–	2	1 15 8	1 17 6	27 16 8	7 9 6	2 0 0	9 9 6	V.T.	102
3d	R.C.	–	–	–	–	–	1	0 13 3	1 10 0	16 0 0	—	5 5 0	5 5 0		103
P.	R.C.	–	–	–	–	–	1	0 10 6	—	12 8 4	0 10 0	5 0 0	5 10 0		104
3d	E.C.	–	–	–	–	–	1	0 14 1	1 10 0	16 0 0	2 15 11	—	2 15 11		105
3d	R.C.	–	–	–	–	–	1	0 7 1	1 10 0	19 0 0	1 13 8	—	[a]1 13 8		106
3d	R.C.	–	–	–	–	–	1	0 17 0	—	16 0 0	1 5 6	—	1 5 6		107
2d	R.C.	–	–	–	–	–	1	0 10 6	—	22 0 0	3 12 3	—	[a]3 12 3		108
3d	R.C.	–	–	–	–	–	1	1 3 2	—	16 0 0	4 1 6	—	4 1 6		109
2d	R.C.	–	–	–	1	–	2	1 12 10	—	25 6 8	5 0 0	—	5 0 0		110
2d	Pres.	–	–	–	–	1	2	1 0 9	—	31 15 0	4 1 10	—	4 1 10		111
2d	Pres.	–	–	–	–	–	1	0 9 8	—	22 0 0	3 1 9	—	3 1 9		112
1st	R.C.	–	–	–	1	–	2	—	—	45 18 4	3 15 3	5 0 0	8 15 3		113
2d	R.C.	–	–	–	–	–	1	—	—	13 11 8	0 17 0	—	0 17 0		114
3d	Pres.	–	–	–	–	–	1	0 6 3	—	19 0 0	1 15 8	3 10 0	5 5 8		115
2d	R.C.	–	–	–	–	–	1	0 13 6	—	22 0 0	3 0 0	1 0 0	4 0 0		116
2d	Pres.	–	–	–	–	–	1	—	—	22 0 0	1 19 11	1 14 0	[a]3 13 11		117
3d	R.C.	–	–	–	–	–	1	1 1 3	—	19 0 0	2 12 10	5 0 0	7 12 10		118
3d	R.C.	–	–	–	–	–	1	0 13 1	1 10 0	16 0 0	0 12 6	—	0 12 6		119

[a] Taken from Inspector's report.

[d] School closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
120	3863	Donagh, . .	Inishowen, Workho.	35	34	69	14	22	36	35	25	–	–
121	3884	Fahan, Lower, .	Tullydish, . f.	–	46	46	–	43	43	24	20	–	1*
122	3977	Inver, . .	Drimcoe, . .	27	11	38	53	56	109	33	38	1*	–
123	3978	Drumholm, .	Ballymagrorty, .	21	13	34	13	12	25	35	27	1*	–
124	4030	Kilbarron, .	Knockshangan, .	43	17	60	36	14	50	33	31	1*	–
125	4031	Innismacsaint, .	Bundoran, . f.	–	48	48	–	40	40	23	28	1*	–
126	4032	Meevagh, . .	Island Roy, . .	17	20	37	16	20	36	28	20	1*	–
127	4032	Stranorlar, .	Stranorlar, . m.	66	–	66	68	–	68	30	35	1*	–
128	4034	Do. .	Do. . f.	–	87	87	–	94	94	24	33	1*	–
129	4035	Meevagh, . .	Bohunny, . .	27	42	69	20	31	51	41	26	1	–
130	4036	Donoughmore, .	Camone, . .	24	21	45	27	25	52	25	31	–	1*
131	4037	Moville, Lower,	Carrowbeg, No. 1	56	41	97	21	13	34	39	21	1	–
132	4143	All Saints, .	Crossroads, . .	–	–	[a]–	–	–	[a]–	[a]–	[a]–	1	–
133	4163	Moville, Lower,	Moville, . f.	30	54	84	28	54	82	49	50	–	1*
134	4235	Drumholm, .	Aughadoey, . .	20	17	37	19	17	36	20	21	1	–
135	4236	Killaghtee, .	Castlewray, . .	44	35	79	12	16	28	30	25	1*	–
136	4259	Killynard, .	Winterhill, . .	48	34	82	49	34	83	34	31	1	–
137	4313	Donegal, . .	Donegal, Workhouse,	22	27	49	43	45	88	29	30	–	1
138	4339	Innismacsaint, .	Ballyshannon, Workh.	37	54	91	39	50	89	77	78	1 –	– 1
139	4361	Donegal, . .	Drumnahowl, . .	28	20	48	29	31	60	27	25	–	1*
140	4389	Inniskeel, .	Begha, . . .	56	22	78	43	22	65	30	32	1*	–
141	4418	Innismacsaint, .	Carrickboy, . m.	81	–	81	126	–	126	43	80	1*	–
142	4419	Do. .	Do. . f.	–	58	58	–	79	79	28	39	–	1*
143	4420	Kilbarron, .	Ballyshannon, m.	114	–	114	126	–	126	48	54	1*	–
144	4421	Do. .	Do. . f.	–	122	122	–	136	136	48	74	–	1*
145	4422	Donoughmore, .	Glenealy, . .	63	37	100	60	34	94	45	41	1*	–
146	4583	Inniskeel, .	Clooney, . f.	28	28	56	30	23	53	25	24	–	1*
147	4608	Killaghtee, .	Bruckless, . f.	27	41	68	28	37	65	30	40	–	1
148	4656	Raphoe, . .	Raphoe, . . f.	21	25	46	21	25	46	25	28	–	1*
149	4667	Conwal, . .	Treantragh . .	36	24	60	28	21	49	31	21	1	–
150	4706	Cloncha, . .	Coolkenny, . f.	–	60	60	–	51	51	36	30	–	1*
151	4738	Templecrone, .	Rashine, . .	52	28	80	32	23	55	59	35	1*	–
152	4739	Tullaghobegly, W.	Gola, . . .	20	16	36	14	12	26	24	23	1	–
153	4740	Do. .	Knockastolea, . .	74	37	111	29	26	55	36	19	1*	–
154	4741	Do. .	Dore, . . .	50	11	61	39	10	49	16	10	1*	–
155	4809	Templecrone, .	Keadue, . . .	68	37	105	30	23	53	41	20	1	–
156	4929	Clondahorkey, .	Cashelmore, . .	51	59	110	46	46	92	63	53	1	–
157	4932	Tullyferron, .	Milford, Workhouse,	25	29	54	33	26	[c]59	48	46	–	1
158	4975	Conwal, . .	Letterkenny, Workho.	26	22	48	24	20	44	26	28	–	1*
159	5000	Killygarvan, .	Carrowdoane, agrl.	40	34	74	28	20	48	32	26	1*	–
160	5004	Clondahorkey, .	Dunfanaghy, . .	70	34	104	38	24	62	33	31	1*	–
161	5164	Tullaghabeg, East	Tory Island, . .	18	6	24	20	8	28	22	21	1	–
162	5166	Do. West	Bunaninver, . .	26	17	43	14	4	18	16	6	1	–
163	5177	All Saints, .	Altaughaderry, .	25	13	38	28	15	43	18	18	1	–
164	5228	Moville, Lower,	Drumaweir, m.	95	–	95	68	–	68	39	28	1	–
165	5230	Convoy, . .	Convoy, . . .	52	41	93	50	36	86	44	44	1	–
166	5243	Tullyaughnish,	Crohan, . . .	50	43	93	40	58	98	30	35	1*	–
167	5272	Templecrone, .	Meenmore, . .	79	28	107	60	28	88	33	15	1*	–
168	5273	Do. . .	Key Island, . .	28	14	42	17	11	28	20	10	1	–
169	5274	Do. . .	Anagry, . . .	56	6	62	24	4	28	19	6	1	–
170	5275	Do. . .	Acres, . . .	86	64	150	37	30	67	59	30	1*	–
171	5291	Innismacsaint, .	Dunmuckran, . .	17	34	51	20	41	61	21	33	–	1*
172	5362	Lower Killybegs,	Gortnacart, f.	31	28	59	34	43	77	33	29	–	1
173	5363	Raymoughey, .	Ballyeighan, agricul.	21	19	40	28	26	54	25	36	1*	–
174	5364	Kilcar, . .	Muckress, . .	78	19	97	95	29	124	41	44	1*	–
175	5466	Templecrone, .	Rutland, . .	23	16	39	23	18	41	23	24	1	–
176	5579	All Saints, .	N.-T.-Cunningham, .	70	30	100	63	37	100	54	59	1	–
177	5652	Clondahorkey, .	Kilmacloo, . .	53	24	[c]77	–	–	[d]–	37	35	1	–
178	5653	Kilmacrenan, .	Drimbrick, f.	17	43	60	12	20	32	27	15	–	1
179	5693	Inniskeel, .	Gortnasillagh, .	39	23	62	40	25	65	23	25	–	1*
180	5719	Tullyaughnish,	Ray, . . .	46	34	80	22	20	42	33	16	1	–

[a] School closed during this period.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of Ulster: County of Donegal—*continued.*

Class.	Religion.	Teachers, Assistants, Workmistresses, and Monitors. Teachers. Assistants. Males.	Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Females.	Total No. of Teachers, &c.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries. School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
Prob	R.C.	–	–	–	–	–	2	2 5 6	—	—	—	—	—		120
Prob															
3[1]	R.C.	–	–	–	–	–	1	0 11 3	1 10 6	17 0 0	0 16 3	—	0 16 3	v.t.	121
3[2]	E.C.	–	–	–	–	–	1	2 19 1	1 10 0	11 1 8	3 16 2	—	3 16 2	v.t.	122
2[2]	R.C.	–	–	–	–	–	1	1 0 0	1 17 6	22 0 0	4 0 0	—	4 0 0	A.	123
3[2]	R.C.	–	–	–	–	–	1	0 10 3	—	16 0 0	0 16 0	—	0 16 0		124
2[1]	R.C.	–	–	–	–	–	1	0 15 3	—	18 0 0	—	1 10 0	1 10 0		125
3[2]	R.C.	–	–	–	–	–	1	—	—	16 0 0	3 11 2	—	3 11 2		126
2[1]	R.C.	–	–	–	1	–	2	0 14 5	—	22 0 0	2 12 8	—	2 12 8		127
1[3]	R.C.	–	–	–	–	1	2	—	—	21 18 4	2 8 2	—	2 8 2		128
Prob.	R.C.	–	–	–	–	–	1	0 3 0	—	12 10 0	—	2 17 0	2 17 0		129
3[1]	Pres.	–	–	–	–	–	1	1 4 11	—	16 0 0	4 19 1	—	4 19 1		130
3[2]	Pres.	–	–	–	–	–	1	0 19 4	—	16 0 0	1 18 5	5 0 0	6 18 5		131
Prob.	Pres.	–	–	–	–	–	1	—	—	—	—	—	—		132
1[2]	R.C.	–	–	–	–	–	1	2 10 6	—	27 10 0	7 8 4	5 0 0	12 8 4		133
Prob.	E.C.	–	–	–	–	–	1	—	—	12 10 0	1 0 0	—	[b]1 0 0		134
3[1]	E.C.	–	–	–	–	–	1	—	—	17 10 0	1 10 0	—	1 10 0		135
3[2]	E.C.	–	–	–	–	–	1	0 19 4	1 10 0	16 0 0	1 0 0	—	1 0 0		136
Prob.	E.C.	–	–	–	–	–	1	—	1 10 0	—	—	—	—		137
Prob.	R.C.	–	–	–	–	–	2	3 19 5	1 17 6	—	—	—	—		138
Prob.	E.C.														
3[2]	Pres.	–	–	–	–	–	1	1 9 0	1 10 0	15 0 0	1 2 6	—	[b]1 2 6		139
3[1]	R.C.	–	–	–	–	–	1	0 10 0	1 10 0	19 0 0	1 13 10	—	1 13 10		140
1[2]	R.C.	–	–	–	–	–	1	4 3 3	—	34 0 0	6 8 1	—	6 8 1	} VC	141
3[2]	R.C.	–	–	–	–	–	1	—	1 10 0	15 10 0	1 12 6	—	1 12 6	} VC	142
1[3]	R.C.	–	–	–	1	–	2	1 13 2	—	32 11 8	5 16 6	—	5 16 6	} VC	143
1[3]	R.C.	–	1	–	–	1	3	2 10 3	1 17 6	28 16 8	5 19 9	—	5 19 9		144
2[1]	R.C.	–	–	–	–	–	1	1 19 7	—	28 0 0	5 8 0	—	5 8 0	v.c.	145
3[1]	R.C.	–	–	–	–	–	1	0 11 8	1 10 0	16 0 0	0 10 0	—	0 10 0		146
3[2]	E.C.	–	–	–	–	–	1	0 11 7	—	14 0 0	—	[b]—			147
3[2]	R.C.	–	–	–	–	–	1	1 0 9	1 10 0	14 0 0	2 7 8	—	2 7 8		148
3[2]	Pres.	–	–	–	–	–	1	0 8 1	1 10 0	16 0 0	1 18 0	2 0 0	3 18 0		149
3[1]	R.C.	–	–	–	–	–	1	0 10 0	1 10 0	16 0 0	1 14 0	—	1 14 0		150
2[1]	R.C.	–	–	–	–	–	1	1 10 3	—	24 0 0	1 0 0	—	1 0 0	v.c.	151
Prob.	R.C.	–	–	–	–	–	1	—	—	12 10 0	—	—	—	v.c.	152
3[2]	R.C.	–	–	–	–	–	1	0 10 3	1 10 0	16 0 0	2 0 0	—	2 0 0	v.c.	153
3[1]	R.C.	–	–	–	–	–	1	0 4 5	1 10 0	17 10 0	0 8 4	—	0 8 4	v.c.	154
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	22 0 0	0 7 6	—	0 7 6		155
3[1]	E.C.	–	–	1	–	–	2	2 8 7	1 17 6	27 6 8	6 8 1	3 3 0	9 11 1		156
Prob.	Pres.	–	–	–	–	–	1	3 15 8	1 10 0	—	—	—	—		157
Prob.	E.C.	–	–	–	–	–	1	0 18 6	—	—	—	—	—		158
1[3]	E.C.	–	–	1	1	–	3	—	—	46 0 0	4 19 0	6 15 0	[b]11 14 0		159
2[1]	Disst.	–	–	–	–	–	1	1 0 0	—	25 0 0	4 14 3	3 3 0	7 17 3		160
Prob.	R.C.	–	–	–	–	–	1	—	—	12 10 0	—	—	—	v.c.	161
3[1]	R.C.	–	–	–	–	–	1	0 5 1	1 10 0	15 10 0	—	—	—	v.c.	162
3[1]	E.C.	–	–	–	–	–	1	—	—	15 13 4	0 10 6	—	0 10 6		163
3[2]	R.C.	–	–	–	–	–	1	1 5 10	—	12 10 0	4 17 6	—	4 17 6		164
3[1]	Pres.	–	–	–	–	1	2	3 8 10	—	33 6 8	12 7 6	—	[b]12 7 6		165
2[2]	Pres.	–	–	–	–	–	1	1 10 3	—	22 0 0	5 10 9	0 7 0	[b]5 17 9		166
3[2]	R.C.	–	–	–	–	–	1	0 3 7	—	16 0 0	0 15 6	—	0 15 6		167
3[2]	R.C.	–	–	–	–	–	1	—	—	16 0 0	0 5 0	—	0 5 0		168
3[2]	R.C.	–	–	–	–	–	1	—	—	13 0 0	0 5 0	—	0 5 0		169
2[2]	R.C.	–	–	1	1	–	3	—	0 19 6	29 10 0	0 17 0	—	0 17 0		170
3[1]	R.C.	–	–	–	–	–	1	0 6 6	—	17 10 0	1 10 0	—	1 10 0		171
3[2]	E.C.	–	–	–	–	–	1	0 12 11	—	14 0 0	1 2 2	—	1 2 2		172
2[2]	Pres.	–	–	–	–	–	1	2 14 8	—	27 0 0	7 2 11	44 0 0	51 2 11		173
2[1]	R.C.	–	–	–	1	–	2	1 3 4	—	29 13 4	6 15 4	5 0 0	11 15 4		174
3[1]	R.C.	–	–	–	–	–	1	0 10 6	—	19 0 0	0 14 0	—	[b]0 14 0		175
3[1]	Pres.	–	–	–	1	–	2	2 15 9	1 17 6	23 16 8	15 5 5	20 0 0	35 5 5		176
3[2]	E.C.	–	–	–	–	–	1	1 6 0	—	13 17 6	1 10 0	3 3 0	4 13 0		177
3[2]	R.C.	–	–	–	–	–	1	0 19 9	1 10 0	14 0 0	2 1 3	—	2 1 3		178
3[1]	E.C.	–	–	–	–	–	1	0 10 11	1 10 0	16 0 0	—	—	—		179
3[1]	R.C.	–	–	–	–	–	1	0 13 3	1 10 0	16 0 0	5 9 9	—	5 9 9		180

[c] Taken from Inspector's report.

[d] No return.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal	
				31st March, 1855.			30th Sept., 1855.					No.	
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
181	5734	Templecrone,	Belcruit,	60	47	107	50	44	94	61	13	1*	–
182	5740	Do.	Mullaghduff,	46	12	58	36	6	42	35	11	1	–
183	5760	Muff,	Muff,	49	50	99	42	44	86	54	51	1	–
184	5762	Innismacsaint,	Ardfarna, m.	59	25	84	72	40	112	36	45	1	–
185	5823	Convoy,	Legland,	59	31	90	46	19	65	40	29	1*	–
186	5846	Tullaghobegly, East	Innisboffin,	24	8	32	22	9	31	20	11	–	1
187	5857	Clondahorkey,	Dunfanaghy, Workh.	14	17	31	16	21	37	11	15	–	1
188	5862	Culduff,	Bocan, f.	–	95	95	–	–	–	39	–	–	1*
189	5874	Kilbarron,	Coolmore,	27	28	55	24	41	65	26	23	1*	–
190	5875	Do.	Cashelard,	35	17	52	28	21	49	29	26	1	–
191	5890	Kiltevock,	Letterbrick,	81	20	101	67	18	85	53	41	1	–
192	5898	Tullyaughnish,	Bridge End,	66	26	92	75	21	96	35	37	1	–
193	5899	Templecrone,	Innishfree,	20	19	39	21	20	41	23	18	1	–
194	5995	Killaghtee,	Drimdeeth,	37	19	56	31	26	57	27	25	1	–
195	6023	Stranolar,	Meenbane,	28	30	58	35	50	85	22	26	–	1
196	6062	Inver,	Letterfad,	62	22	84	53	29	82	40	30	1*	–
197	6063	Do.	Meentacreeghan,	77	37	114	77	35	112	35	26	1	–
198	6064	Do.	Glencoagh, m.	114	–	114	119	–	119	29	28	1	–
199	6065	Do.	Do. f.	–	91	91	–	102	102	20	24	–	1*
200	6066	Fahan, Upper,	Carnshonagh,	43	33	76	47	38	85	46	49	1*	–
201	6068	Inver,	Drumbourty,	57	20	77	49	20	69	40	29	1	–
202	6096	Drumholm,	Tullynaught,	51	20	71	57	23	80	37	25	1	–
203	6097	Clondevadock,	Fanavolty,	42	25	67	32	9	41	31	20	1	–
204	6105	Inniskeel,	Ballinamore,	38	18	56	30	17	47	28	17	1	–
205	6108	Glencolumbkill,	Meenaneary,	–	–	[b]–	16	9	25	–	12	1	–
206	6109	Killybegs, Upper,	Murray,	55	42	97	38	36	74	64	43	1*	–
207	6162	Kiltevock,	Cummin,	64	34	98	38	33	71	45	30	1*	–
208	6163	Clondahorkey,	Dunfanaghy, f.	23	56	79	18	55	73	28	33	–	1*
209	6164	Moville, Upper,	Tirreroane,	45	48	93	43	56	99	44	41	1*	–
210	6185	Donoughmore,	Donoughmore, No. 2.	40	29	69	57	35	92	30	36	1	–
211	6201	Stranolar,	Ballinamona,	36	49	85	52	26	78	23	23	1	–
212	6202	Kilmacrenan,	Cranford,	37	23	60	25	12	37	38	22	1*	–
213	6203	Cartan,	Lossit,	38	13	[c]51	31	20	51	28	18	1	–
214	6238	Lower Killybegs,	Meentinadea,	50	9	59	50	31	81	17	34	1	–
215	6285	Lower Fahan,	Buncrana,	28	20	48	22	17	39	20	23	1*	–
216	6293	Innishkeel,	Tullymore, f.	29	28	57	29	27	56	21	24	–	1
217	6325	Conwal,	Meenatinny,	20	15	35	19	17	36	23	25	1	–
218	6349	Killygarvin,	Creevery,	59	34	93	57	35	92	41	33	1*	–
219	6364	Drumholm,	Laghey,	65	28	93	58	21	79	40	35	1*	–
220	6492	Clondevaddock,	Doaghbeg,	42	22	64	55	18	73	32	20	1	–
221	6521	Culduff,	Ballyharry, f.	–	67	67	–	75	75	39	25	–	1*
222	6571	Templecrone,	Arranmore,	51	35	86	30	28	58	32	22	1	–
223	6583	Gartan,	Church-hill,	16	33	49	10	25	35	22	18	–	1*
224	6638	Killygarvan,	Rathmullen, f.	57	29	86	6	50	56	51	57	–	1
225	6639	Inver,	Legan,	39	30	69	47	28	75	35	28	1	–
226	6640	Kilmacrenan,	Curran,	50	24	74	24	17	41	39	12	1	–
227	6685	Cloncha,	Aughacloy, f.	–	47	47	–	60	60	35	28	–	1*
228	6778	Donegal,	St. Ernan's,	32	50	82	35	52	87	25	23	–	1*
229	6781	Inniskeel,	Shallagans,	45	14	59	42	12	54	29	26	1	–
230	6806	Taughboyne,	St. Johnston,	47	27	74	42	23	65	49	45	1*	–
231	6820	Conwal,	Gossocks,	49	36	76	19	26	45	33	21	–	1*
232	6846	Clenca,	Keenagh, m.	97	–	97	39	–	39	17	9	1	–
233	6849	Tullyaughnish,	Kerrykeel,	–	–	[d]–	–	–	–	–	[e]–	1	–
234	6867	Killymard,	Drumgun,	33	23	56	41	31	72	19	26	1	–
235	6877	Templecrone,	Dungloe, f.	–	77	77	–	68	68	35	36	–	1
236	7060	Inniskeel,	Lergonseragh,	17	12	29	16	16	32	24	20	1	–
237	7061	Clondevaddock,	Tullyconnell,	84	19	103	42	12	54	50	28	1	–
238	7143	Taughboyne,	Monreigh,	29	24	53	27	25	52	34	30	1	–
239	7220	Stranorlar,	Ballybofey,	34	32	66	45	26	71	34	41	1	–
240	7235	Templecrone,	Gortnessy,	–	–	[f]–	41	36	77	–	49	1*	–
			Total in Donegal,	10,967	7,850	18,819	9,344	7,155	16,499	8,577	7,113	193	53

[a] Residence rent free for teacher. [b] School closed this half-year. [c] Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER: County of DONEGAL—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	1	–	–	2	3	0	6	—			24	15	0	0	2	10	—			0	2	10	v.c.	181
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	0	16	0	—			0	16	0		182
2[1]	Pres.	–	–	–	1	–	2	3	12	1	1	17	6	25	6	8	10	8	9	—			10	8	9		183
Prob.	R.C.	–	–	–	–	–	1	2	14	10	1	10	0	14	12	6	2	10	0	—			2	10	0		184
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	2	0	0	—			2	0	0		185
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	—			—			—				186
Prob.	E.C.	–	–	–	–	–	1	—			—			—			—			—			—				187
1[1]	R.C.	–	–	–	–	1	2	—			1	10	0	39	3	4	—			—			—				188
3[2]	R.C.	–	–	–	–	–	1	0	17	11	1	10	0	16	0	0	3	5	0	—			3	5	0	VT	189
Prob.	R.C.	–	–	–	–	–	1	0	7	0	—			12	10	0	3	10	0	—			3	10	0	VT	190
Prob.	R.C.	–	–	–	–	–	1	1	6	8	1	10	0	15	0	0	4	7	9	—			4	7	9		191
3[2]	R.C.	–	–	–	–	–	1	1	3	4	1	17	6	16	0	0	7	17	10	—			7	17	10		192
3[2]	R.C.	–	–	–	–	–	1	0	1	9	1	10	0	16	0	0	0	6	0	—			0	6	0		193
3[2]	E.C.	–	–	–	–	–	1	0	5	9	—			16	0	0	—			2	0	0	2	0	0		194
3[2]	R.C.	–	–	–	–	–	1	0	14	4	—			12	10	0	—			0	13	2	0	13	2		195
3[2]	R.C.	–	–	–	–	–	1	0	17	3	1	10	0	19	0	0	4	12	0	—			4	12	0	v.c.	196
3[1]	R.C.	–	–	–	–	–	1	1	6	0	—			16	0	0	—			—			—			v.c.	197
3[2]	R.C.	–	–	–	–	–	1	0	19	3	—			17	0	0	3	18	0	—			3	18	0	v.c.	198
3[1]	R.C.	–	–	–	–	–	1	0	16	2	—			16	0	0	1	11	9	—			1	11	9	v.c.	199
3[1]	R.C.	–	–	1	–	–	2	2	8	7	—			27	0	0	7	7	10	12	0	0	19	7	10		200
3[1]	Pres.	–	–	–	–	–	1	1	5	0	—			12	10	0	4	2	0	—			4	2	0		201
3[2]	R.C.	–	–	–	–	–	1	1	11	10	—			12	10	0	3	12	11	10	0	0	[a]13	12	11		202
3[1]	Pres.	–	–	–	–	–	1	0	13	3	—			12	10	0	2	4	0	—			2	4	0		203
3[2]	R.C.	–	–	–	–	–	1	—			—			21	10	0	1	19	1	—			1	19	1	v.c.	204
3[1]	R.C.	–	–	–	–	–	1	—			—			4	13	4	0	14	6	—			0	14	6		205
Prob.	R.C.	–	–	–	–	–	1	—			—			42	5	0	11	15	3	18	4	0	[a]29	19	3		206
1[1]	R.C.	–	–	–	1	–	2	3	18	11	—			20	10	0	6	7	9	—			6	7	9		207
3[1]	R.C.	–	–	–	–	–	1	0	19	6	—			21	5	0	2	2	2	—			2	2	2		208
2[2]	R.C.	–	–	–	–	1	2	0	14	4	—			18	0	0	4	0	0	—			4	0	0		209
3[2]	E.C.	–	–	1	–	–	2	1	9	8	—			18	6	8	4	18	0	7	0	0	[a]11	18	0		210
3[2]	Pres.	–	–	–	–	–	1	1	6	1	—			15	0	0	1	2	3	—			1	2	3		211
Prob.	R.C.	–	–	–	–	–	1	0	13	3	—			20	10	0	5	0	0	—			5	0	0		212
3[1]	R.C.	–	–	–	–	–	1	0	18	10	—			6	13	4	1	0	0	—			1	0	0		213
Prob.	R.C.	–	–	–	–	–	1	—			—			14	11	8	0	13	3	5	0	0	[a]5	13	3		214
3[2]	R.C.	–	–	–	–	–	1	0	11	7	—			6	15	0	8	0	0	2	0	0	10	0	0		215
3[1]	Pres.	–	–	–	–	–	1	1	12	6	—			11	0	0	—			4	0	0	4	0	0		216
3[2]	E.C.	–	–	–	–	–	1	—			—			16	0	0	1	10	0	—			1	10	0		217
3[2]	R.C.	–	–	–	–	–	1	—			—			37	15	0	6	9	8	3	0	0	[a]9	9	8		218
1[2]	E.C.	–	–	–	1	–	2	1	1	0	—			22	0	0	7	5	3	—			7	5	3		219
2[2]	R.C.	–	–	–	–	–	1	2	2	5	—			13	10	0	3	6	0	—			3	6	0		220
3[2]	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	19	6	8	0	8	7	—			0	8	7		221
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	21	16	8	—			—			—				222
Prob.	R.C.	–	–	–	–	–	1	1	4	0	1	10	0	16	0	0	1	0	0	—			1	0	0		223
2[1]	E.C.	–	–	–	–	–	1	1	9	6	1	10	0	15	0	0	5	7	0	5	0	0	10	7	0		224
Prob.	Pres.	–	–	–	–	–	1	—			4	0	0	16	0	0	3	5	3	—			3	5	3		225
3[1]	R.C.	–	–	–	–	–	1	1	9	5	1	10	0	19	13	4	0	19	2	—			0	19	2		226
Prob.	R.C.	–	–	–	–	–	1	0	13	3	1	10	0	17	0	0	0	15	0	—			0	15	0		227
3[1]	R.C.	–	–	–	–	–	1	0	4	10	—			14	0	0	3	0	0	—			3	0	0		228
3[2]	E.C.	–	–	–	–	–	1	—			—			17	0	0	2	5	4	—			2	5	4		229
3[2]	R.C.	–	–	–	–	–	1	0	16	4	—			22	0	0	38	16	0	—			38	16	0		230
2[2]	Pres.	–	–	–	–	–	1	9	9	7	—			13	13	4	2	10	9	—			2	10	9		231
3[1]	R.C.	–	–	–	–	–	1	0	10	3	—			13	10	0	0	17	0	—			0	17	0		232
3[1]	E.C.	–	–	–	–	–	1	0	15	2	—			4	15	0	—			—			—			v.c.	233
3[2]	Pres.	–	–	–	–	–	1	0	16	5	5	0	0	20	10	0	2	2	11	10	0	0	12	2	11		234
3[1]	E.C.	–	–	–	–	–	1	1	0	0	—			16	0	0	1	4	1	—			1	4	1		235
3[1]	R.C.	–	–	–	–	–	1	1	17	4	—			12	10	0	—			5	0	0	5	0	0		236
3[1]	R.C.	–	–	–	–	–	1	1	5	6	—			16	0	0	4	10	0	—			4	10	0		237
3[2]	R.C.	–	–	–	–	–	1	—			—			22	3	4	7	7	11	—			[a]7	7	11		238
2[1]	Pres.	–	–	–	–	–	1	—			—			9	15	0	3	11	9	—			3	11	9		239
3[2]	R.C.	–	–	–	–	–	1	1	0	9	4	10	0	5	16	8	4	0	0	4	0	0	8	0	0		240
3[2]	E.C.	–	–	–	–	–	1	1	12	10	4	10	0															
			5	15	12	6	284	242	13	1	155	9	3	4,584	3	4	707	6	2	391	16	7	1,099	2	9		

[d] Not brought into operation until after this date. [e] No return. [f] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
1	186	Annaclone,	Tullintanvally,	45	30	75	44	38	82	45	40	–	1
2	187	Aghaderg,	Loughbrickland,	58	32	90	52	40	92	64	57	1	–
3	190	Ballee,	Ballee, m.	73	–	73	71	–	71	46	44	1*	–
4	193	Clonallan,	Mayo, m.	142	–	142	115	–	115	70	77	1*	–
5	195	Comber,	Tullygirvine,	39	22	61	42	36	78	36	43	1*	–
6	197	Clonduff,	Hilltown, m.	107	–	107	77	–	77	43	29	1	–
7	198	Dromore,	Tullymacarret,	52	–	52	73	–	73	33	35	1*	–
8	200	Do.	Dromore, No. 1, m	88	–	88	93	–	93	58	60	1	–
9	201	Do.	Do. f.	–	80	80	–	87	87	45	52	–	1
10	203	Drumgath,	Barnmeen,	56	35	91	61	49	110	52	58	1*	–
11	205	Drumgooland,	Mahermayo,	35	–	35	72	–	72	24	29	1	–
12	212	Drumbo,	Carryduff,	128	51	179	133	56	189	29	45	1	–
13	214	Grey Abbey,	Tullycavey,	62	55	117	56	67	123	36	31	1	–
14	218	Holywood,	Creighton's Green,	28	15	b43	20	12	b32	b13	b14	1	–
15	221	Kilkeel,	Moneydara,	71	44	115	69	54	123	60	59	1*	–
16	222	Killinchy,	Ardmillane,	59	27	86	71	39	110	54	68	1*	–
17	223	Do.	Ballymacshane,	22	14	36	22	19	41	20	23	1	–
18	226	Do.	Ballymacreely,	31	19	50	24	19	43	29	33	1*	–
19	227	Kilmegan,	Aughlisnafin,	28	13	41	38	26	64	15	26	1	–
20	228	Do.	Mount Panther,	48	24	72	62	22	84	37	38	1*	–
21	230	Kilcoo,	Ballymoney, m.	88	–	88	88	–	88	31	35	1*	–
22	233	Kilclief,	Rossglass,	44	18	62	46	44	90	31	33	1	–
23	234	Killyleagh,	Derryboy,	28	27	55	31	31	62	30	33	1*	–
24	235	Kilmone,	Crossgar,	35	25	60	61	33	94	45	54	1*	–
25	236	Loughin's Island,	Loughin's Island,	59	27	86	67	37	104	46	53	1	–
26	238	Seapatrick,	Mulligans,	47	14	61	56	30	86	30	42	1*	–
27	241	Magherally,	Magherally,	25	18	43	27	20	47	21	28	1	–
28	243	Newry,	High-street, f.	–	493	493	–	445	445	280	301	–	4
29	246	Newtownards,	Ballycullen,	78	42	120	78	37	115	54	51	1*	–
30	248	Do.	Craigantlet,	28	11	39	29	17	46	21	26	1	–
31	251	Saintfield,	Tonaghmore,	45	20	65	62	21	83	31	38	1*	–
32	252	St. Andrew's,	Ballyhalbert,	70	32	102	81	50	131	51	68	1	–
33	253	Innishargie,	Kircubbin,	65	12	77	89	13	102	40	35	1*	–
34	258	Tullylish,	Bann, m.	150	–	150	158	–	158	73	77	1*	–
35	260	Do.	Moyallen, f.	19	61	80	29	94	123	15	29	–	1
36	1191	Garvaghy,	Ballyalley,	32	25	27	42	32	74	31	33	1	–
37	1244	Drumballyrony,	Magherel,	40	24	64	37	37	74	31	29	1*	–
38	1245	Clonduff,	Clonuff, or Kinghill, m.	104	–	104	76	–	76	37	20	1	–
39	1246	Kilmegan,	Annesboro', m.	76	–	76	78	–	78	34	42	1*	–
40	1365	Drumgooland,	Leganamy,	84	43	127	79	45	124	53	62	1*	–
41	1366	Kilcoo,	Ardaghy,	52	26	78	57	30	87	36	48	1*	–
42	1485	Clonduff,	Clonuff, or Kinghill, f	5	90	95	6	87	93	32	31	–	1
43	1486	Kilmegan,	Annesboro', f.	–	71	71	–	77	77	43	35	–	1*
44	1534	Down,	Downpatrick, m.	162	–	162	152	–	152	80	84	1*	–
45	1535	Do.	Do. f.	–	101	101	–	93	93	44	35	–	1*
46	1580	Maghera,	Carnacaville,	65	47	112	57	29	86	36	44	1	–
47	1581	Comber,	Crossmacreevy,	17	14	31	24	15	39	22	26	1	–
48	1582	Donaghadee,	Ballywilliam, m.	65	12	77	64	25	89	26	29	1	–
49	1597	Comber,	Ballymaleddy,	53	23	85	48	34	82	39	45	1	–
50	1608	Kilbrony,	Rostrevor, m.	86	–	86	92	–	92	45	35	1	–
51	1623	Kilmore,	Redemon,	40	24	64	35	30	65	28	30	1*	–
52	1636	Dromara,	Muninabane,	33	6	39	46	21	67	20	31	1*	–
53	1637	Donaghmore,	Barr,	43	27	70	46	26	72	40	49	1*	–
54	1819	Newry,	Crowreagh,	70	30	100	70	24	94	30	32	1	–
55	1902	Drumgooland,	Decomet,	54	40	94	49	51	100	33	39	1*	–
56	1950	Clonallen,	Carrick, m.	95	–	95	104	–	104	42	54	1*	–
57	2024	Magheralin,	Magheralin, m.	49	–	49	41	23	64	16	22	1	–
58	2044	Drumbo,	Carr,	44	23	67	46	41	87	34	39	1	–
59	2270	Aghaderg,	Ballyvarly, m.	41	–	41	59	–	59	26	30	1	–
60	2271	Do.	Do. f.	–	66	66	–	69	69	31	33	1*	–
61	2273	Down,	Bonecastle,	34	25	59	60	41	101	30	25	1	–
62	2274	Ballee,	Ballycruttle,	35	17	52	51	26	77	20	35	1	–

* Residence rent free for teacher.

in operation on the 31st December, 1855.—Province of ULSTER.

DOWN—293 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.			Assistants		Workmistresses and Teachers of Embroidery.	Monitors.			School Requisites at Reduced Prices.		Free Stock.		Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.		School Fees.		Subscriptions.		Total Amount of Local Contributions.		Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	Pres.	–	–	–	–	–	1		0	15	8	1	10	0	16	0	0	9	12	0	–			[b]9	12	0		1
3[1]	R.C.	–	–	–	–	–	1		1	14	11		—		19	0	0	3	5	10	–			3	5	10	V.T.	2
1[1]	Pres	–	–	–	–	–	1		2	10	0	1	17	6	41	0	0	21	0	0	–			[a]21	0	0		3
3[1]	R.C.	1	–	–	–	–	2		1	6	3		—		22	10	0	16	8	0	–			16	8	0	V.T.	4
2[1]	Pres.	–	–	–	–	–	1		2	16	6		—		24	0	0	14	7	8	–			14	7	8		5
3[2]	R.C.	–	–	–	–	–	1		2	0	2		—		16	0	0	3	17	11	–			3	17	11		6
2[2]	E.C.	–	–	–	–	–	1		1	10	9		—		22	0	0	6	8	0	–			6	8	0		7
2[1]	Pres.	–	–	–	1	–	2		4	15	4		—		30	13	4	29	14	0	–			[a]29	14	0	VC	8
Prob.	E.C.	–	–	–	–	1	2		1	12	9		—		26	18	4	17	2	10	–			17	2	10	VC	9
3[1]	R.C.	–	–	–	1	–	2		2	11	6		—		23	3	4	10	0	0	–			10	0	0		10
3[2]	R.C.	–	–	–	–	–	1		2	3	10		—		14	15	0	2	12	2	–			2	12	2		11
3[2]	Pres.	–	–	–	–	–	1		1	13	6		—		17	5	0	7	6	6	–			7	6	6		12
3[2]	Pres.	–	–	1	–	–	2		0	14	5		—		25	10	0	4	15	0	11	1	6	15	16	6		13
3[2]	Pres.	–	–	–	–	–	1		2	12	6		—		14	0	0	4	0	0	–			4	0	0		14
2[2]	R.C.	–	–	–	–	–	1			—			—		22	0	0	2	6	8	–			2	6	8	V.T.	15
2[2]	Disst.	–	–	–	1	–	2		3	1	6		—		25	0	0	16	12	0	–			16	12	0		16
Prob.	Pres.	–	–	–	–	–	1		1	16	0		—		16	10	0	2	13	0	–			2	13	0		17
3[1]	Pres.	–	–	–	–	–	1		1	4	1		—		19	0	0	7	2	6	–			7	2	6		18
Prob.	R.C.	–	–	–	–	–	1		1	2	0	1	10	0	12	10	0	0	14	9	–			0	14	9	V.T.	19
2[1]	Pres.	–	–	–	–	–	1		2	1	3		—		25	0	0	4	9	6	10	0	0	[a]14	9	6		20
2[2]	R.C.	–	–	–	–	–	1		2	3	6		—		22	0	0	5	4	11	–			5	4	11	B.	21
3[2]	R.C.	–	–	–	–	–	1			—			—		16	0	0	1	10	0	3	0	0	4	10	0		22
2[2]	R.C.	–	–	–	–	–	1		1	5	5		—		22	0	0	9	4	9	1	0	0	10	4	9		23
2[1]	Pres.	–	–	–	–	–	1		3	5	6		—		24	0	0	11	13	2	10	0	0	21	13	2	V.T.	24
2[2]	R.C.	–	–	–	–	–	1		1	12	10		—		22	0	0	6	15	1	–			6	15	1	B.	25
2[1]	R.C.	–	–	–	–	–	1		2	19	11		—		24	0	0	6	4	3	12	0	0	18	4	3		26
2[2]	Pres.	–	–	–	–	–	1		1	11	5	1	10	0	22	0	0	6	3	10	–			[b]6	3	10		27
Nuns.	R.C.	–	–	–	–	1	5		8	0	2		—		78	5	0		—		–			—				28
1[3]	Pres.	–	–	–	–	–	1		2	5	5		—		27	10	0	16	0	0	–			16	0	0	A.	29
3[2]	Pres.	–	–	–	–	–	1		1	8	10		—		16	0	0	8	0	6	–			8	0	6		30
2[2]	Pres.	–	–	–	–	–	1		1	13	10		—		22	0	0	12	2	4	–			12	2	4		31
Prob.	Pres.	–	–	1	–	–	2		2	18	1		—		25	0	0	10	13	8	–			[a]10	13	8		32
2[2]	Pres.	–	–	–	–	–	1		3	16	10		—		20	6	8	4	9	8	–			4	9	8	B.	33
1[1]	R.C.	–	–	–	–	–	1		0	19	1	2	5	0	46	0	0	15	5	0	–			15	5	0		34
3[2]	R.C.	–	–	–	–	–	1		0	11	6		—		11	0	0	2	5	0	2	2	0	4	7	0		35
Prob.	R.C.	–	–	–	–	–	1		0	8	8		—		12	10	0	1	14	6	–			1	14	6	V.T.	36
2[2]	R.C.	–	–	–	–	–	1		0	10	5		—		22	0	0	4	0	0	–			4	0	0	V.T.	37
Prob.	R.C.	–	–	–	–	–	1			—		1	10	0	12	10	0	1	19	6	13	4	0	15	3	6	A.	38
2[1]	R.C.	–	–	–	–	–	1		1	0	3		—		25	0	0	4	4	3	10	0	0	14	4	3	V.T.	39
2[2]	R.C.	–	–	–	–	–	1		2	15	0	1	10	0	19	10	0	14	0	0	–			14	0	0		40
2[2]	Pres.	–	–	–	–	–	1		0	14	0	1	10	0	19	0	0		—		–			—			V.T.	41
2[2]	R.C.	–	–	–	–	–	1			—		1	10	0	14	10	0	2	19	11	–			2	19	11	A.	42
1[3]	Pres.	–	–	–	–	–	1		1	11	3	2	9	6	18	9	2	3	8	10	21	11	2	25	0	0	V.T.	43
1[2]	Pres.	1	–	–	1	–	3		3	8	3	2	5	0	50	16	8	24	9	2	–			24	9	2		44
1[2]	Pres.	–	–	–	–	1	2			—		1	10	0	30	6	8	7	8	2	6	0	0	13	8	2		45
Prob.	R.C.	–	–	–	–	–	1		2	4	6		—		19	0	0	7	8	0	–			7	8	0	V.T.	46
3[1]	Pres.	–	–	–	–	–	1		0	13	9	1	10	0	19	0	0	6	0	6	–			6	0	6		47
2[2]	Pres.	–	–	–	–	–	1		2	13	5	1	10	0	16	0	0	10	16	2	–			10	16	2		48
3[2]	Pres.	–	–	–	–	–	1		1	16	10		—		16	0	0	10	18	10	–			10	18	10	B.	49
3[1]	R.C.	–	–	–	–	–	1		1	18	11	1	17	6	14	15	0	2	5	6	–			2	5	6	V.T.B.	50
2[1]	Pres.	–	–	–	–	–	1		1	9	8		—		28	0	0	2	5	10	–			2	5	10	V.T.	51
3[2]	R.C.	–	–	–	–	–	1		0	11	0	1	10	0	13	10	0	1	17	6	–			[a]1	17	6	V.T.	52
2[2]	R.C.	–	–	–	–	–	1		0	12	6		—		20	10	0	3	19	0	–			3	19	0	V.T.	53
3[2]	R.C.	–	–	–	–	–	1			—			—		16	0	0	2	15	4	–			2	15	4		54
2[1]	R.C.	–	–	–	–	–	1		1	17	6		—		24	0	0	4	11	1	–			4	11	1		55
3[2]	R.C.	–	–	–	–	–	1		1	6	9	1	10	0	16	0	0	6	7	6	–			6	7	6	V.T.	56
Prob.	R.C.	–	–	–	–	–	1		2	8	8		—		13	2	6	3	10	2	–			3	10	2		57
3[1]	Pres.	–	–	–	–	–	1		2	11	2		—		19	0	0	10	10	5	–			10	10	5		58
3[2]	R.C.	–	–	–	–	–	1			—		1	10	0	13	10	0	2	15	0	–			2	15	0	B.	59
3[2]	R.C.	–	–	–	–	–	1		0	11	7	1	10	0	14	0	0	2	10	0	–			[a]2	10	0	B.	60
Prob.	R.C.	–	–	–	–	–	1		0	19	9		—		12	10	0	2	11	0	–			2	11	0	V.T.B.	61
3[2]	R.C.	–	–	–	–	–	1			—		1	10	0	16	0	0	5	13	11	–			5	13	11	V.T.	62

[b] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
63	2275	Saul,	Ballintogher,	51	26	77	83	54	137	31	53	1*	–
64	2288	Knockbreda,	Ballymacarret,	71	36	107	69	46	115	45	48	1*	–
65	2400	Do.	Tullycarnet,	37	17	54	39	18	57	36	37	1	–
66	2401	Kilkeel,	Dunavan, m.	94	–	94	100	–	100	46	37	1	–
67	2402	Do.	Do. f.	–	50	50	–	68	68	32	33	–	1
68	2403	Rathmullan,	Killough, m.	46	–	46	60	–	60	23	30	1*	–
69	2404	Do.	Do. f.	12	55	67	13	63	76	22	34	–	1*
70	2513	Saint Andrew's,	Ballyiesborough,	89	47	136	79	90	169	57	68	1*	–
71	2515	Killinchy,	Tullycore,	28	11	39	34	18	52	19	27	1	–
72	2517	Donaghadee,	Killaughey,	59	17	76	53	21	74	36	31	1	–
73	2518	Bangor,	Conlig, No. 1,	55	19	74	58	23	81	34	36	1	–
74	2519	Donaghadee,	Millisle,	48	3	51	44	7	51	27	28	1*	–
75	2520	Moira,	Ballygowan,	25	31	56	31	18	49	33	30	–	1
76	2521	Donaghmore,	Four Towns,	39	19	58	39	24	63	27	34	1	–
77	2522	Killyleagh,	Ballytrim,	27	9	36	41	24	65	34	27	1	–
78	2523	Drumballyrony,	Edengarry,	32	19	51	38	27	65	30	31	1	–
79	2546	Kilmegan,	Castlewellan, m.	100	–	100	104	–	104	53	54	1*	–
80	2547	Knockbreda,	Ballymacarrett, No. 2, m.	314	–	314	301	–	301	129	137	1	–
81	2548	Do.	Do. f.	8	182	190	11	203	214	66	89	–	1*
82	2559	Hillsboro',	Ballykeel, Artifinny,	32	27	59	48	34	82	33	45	1	–
83	2560	Do.	Ballykeel, Edenagonnell,	44	38	82	53	54	107	48	54	1*	1*
84	2561	Drumbo,	Drumbo,	37	9	46	25	20	45	22	28	1	–
85	2562	Hillsboro',	Hillsboro',	14	7	21	23	21	44	12	26	1	–
86	2623	Garvaghy,	Castlevenan,	47	29	76	58	37	95	31	45	1	–
87	2624	Aghaderg,	Meenan,	47	23	70	38	31	69	30	34	1	–
88	2626	Drumbo,	Leverogue,	59	38	97	69	41	110	26	43	1	–
89	2662	Kilclief,	Kilclief,	58	24	82	49	26	75	25	31	1	–
90	2675	Drumballyrony,	Ballybrick,	26	15	41	27	23	50	22	29	1*	–
91	2688	Tullyglush,	Ballinagarrick,	19	8	27	32	21	53	23	30	1*	–
92	2689	Tullylish,	Clare,	21	13	34	43	34	77	27	36	1*	–
93	2690	Do.	Ballylough,	23	9	32	29	22	51	20	29	1*	–
94	2723	Dromore,	Drumlough, No. 1,	41	30	71	37	34	71	41	42	1*	–
95	2724	Down,	Downpatrick, i.	85	80	165	94	83	177	53	49	–	1*
96	2726	Newry,	Crowbane,	37	24	61	46	28	74	33	35	1*	–
97	2727	Killyleagh,	Killinchy Woods,	33	25	58	35	30	65	33	39	1	–
98	2728	Comber,	Cullintra,	39	26	65	42	33	75	36	43	1	–
99	2757	Newry,	Loughorne,	52	32	84	57	36	93	43	44	1	–
100	2758	Do.	Sheeptown,	50	33	83	52	32	84	41	39	1	–
101	2759	Ballyrony,	Aughnavallog,	43	28	71	40	37	77	31	33	1*	–
102	2829	Killbrony,	Rosstrevor, f.	–	85	85	–	73	73	34	30	–	1
103	2840	Inch,	Rann,	29	20	49	36	21	57	34	36	1	–
104	2856	Comber,	Killineather,	19	21	40	23	23	46	26	26	1	–
105	2890	Clonallan,	Mayo, f.	–	51	51	–	98	98	25	41	–	1
106	2898	Kilkeel,	Grange, m.	103	9	112	109	18	127	40	46	1*	–
107	2899	Do.	Do. f.	6	26	32	17	39	56	29	44	–	1
108	2900	Dunsfort,	Ballydock, m.	67	–	67	66	–	66	26	27	1	–
109	2901	Do.	Do. f.	–	57	57	–	100	100	19	38	–	1*
110	2931	Inch,	Ballygawley,	32	34	66	45	43	88	35	42	1	–
111	2932	Kilmegan,	Clanvaraghan,	67	21	88	64	35	99	26	26	1	–
112	2936	Kilmore,	Clontinaglane,	22	15	37	18	17	35	19	20	1	–
113	2938	Saintfield,	Leggygowan,	27	34	61	30	22	52	26	32	1	–
114	2939	Garvaghy,	Carnew,	58	24	82	69	50	119	38	51	1*	–
115	2940	Rathmullan,	Rathmullan,	76	40	116	76	47	123	36	41	1*	–
116	2941	Donaghadee,	Herdstown,	26	9	35	42	17	59	15	26	1	–
117	2997	Clonallan,	Carrick, f.	–	88	88	–	100	100	41	46	–	1
118	3033	Tullynakill,	Ballydrean,	42	28	70	46	39	85	39	42	1*	–
119	3067	Kilmegan,	Castlewellan, f.	–	76	76	–	85	85	44	49	–	1
120	3068	Seapatrick,	Banbridge, Workhouse	72	38	110	72	35	107	75	85	1*	1*
121	3077	Drumgath,	Ballykeel,	26	23	49	28	28	56	23	26	1	–
122	3078	Donaghcloney,	Donaghcloney,	62	31	93	48	42	90	40	49	1*	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of Ulster: County of Down—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1	1	3	3	1	17	6	19	0	0	7	4	1	—			7	4	1	V.T.	63
1[3]	Pres.	–	–	–	–	–	1	1	1	4	1	10	0	12	10	0	10	2	5	—			10	2	5		64
3[2]	Pres.	–	–	–	–	–	1	2	2	11	—			14	15	0	12	0	0	—			12	0	0	V.T.	65
2[2]	R.C.	–	–	–	–	–	1	0	19	2	1	10	0	22	0	0	4	11	11	—			4	11	11	VT	66
3[1]	R.C.	–	–	–	–	–	1	1	7	5	1	10	0	16	0	0	3	5	0	—			3	5	0	VT	67
2[2]	R.C.	–	–	–	–	–	1	0	11	11	—			22	0	0	3	10	5	—			3	10	5	V.T.	68
2[1]	R.C.	–	–	–	–	–	1	0	19	2	—			20	0	0	3	18	5	—			3	18	5	V.T.	69
1[3]	Pres.	–	–	1	–	–	2	3	2	6	—			36	3	4	15	10	5	3	0	0	[a]18	10	5		70
3[2]	Pres.	–	–	–	–	–	1	1	9	8	—			16	0	0	6	2	4	—			6	2	4		71
3[1]	Pres.	–	–	–	–	–	1	1	5	11	—			19	0	0	7	0	2	2	2	0	9	2	2		72
3[2]	Pres.	–	–	–	–	–	1	2	2	9	—			16	0	0	7	11	3	15	0	0	22	11	3		73
3[1]	Pres.	–	–	–	–	–	1	0	16	7	—			16	0	0	4	9	8	—			4	9	8		74
2[2]	R.C.	–	–	–	–	–	1	0	10	2	—			18	0	0	4	4	2	—			4	4	2		75
3[1]	Pres.	–	–	–	–	–	1	0	14	3	—			16	0	0	5	7	6	—			5	7	6		76
Prob.	Pres.	–	–	–	–	–	1	1	5	4	1	10	0	13	8	4	7	15	9	—			7	15	9		77
3[2]	Pres.	–	–	–	–	–	1	0	10	6	—			16	0	0	6	15	11	—			6	15	11		78
1[2]	R.C.	–	–	–	1	–	2	2	12	0	—			38	8	4	11	10	5	—			11	10	5	B.	79
2[1]	Pres.	1	–	–	–	–	2	6	3	10	—			34	16	8	55	10	4	—			55	10	4		80
1[1]	Pres.	–	1	–	–	–	2	4	0	1	—			44	10	0	24	13	3	—			24	13	3		81
Prob.	Pres.	–	–	–	–	–	1	1	16	8	—			19	0	0	11	7	0	—			11	7	0		82
1[3]	Pres.	–	–	–	–	–	1	0	11	4	—			28	10	0	11	14	0	—			[b]11	14	0		83
3[1]	E.C.	–	–	–	–	–	1	1	1	2	—			19	0	0	5	17	6	—			5	17	6		84
3[1]	E.C.	–	–	–	–	–	1	0	19	5	—			18	10	0	—			—			—				85
3[1]	Pres.	–	–	–	–	–	1	0	19	8	—			16	0	0	5	13	6	—			5	13	6		86
3[2]	Pres.	–	–	–	–	–	1	1	3	5	—			16	0	0	6	17	6	—			6	17	6		87
Prob.	Pres.	–	–	–	–	–	1	—			—			12	11	8	7	4	6	—			7	4	6		88
3[1]	R.C.	–	–	–	–	–	1	0	13	4	—			20	0	0	7	9	2	1	2	0	[a]8	11	2		89
1[3]	Pres.	–	–	–	–	–	1	0	5	11	—			24	0	0	6	11	3	—			6	11	3		90
1[3]	Pres.	–	–	–	–	–	1	—			1	10	0	28	10	0	4	8	5	—			[a]4	8	5		91
3[2]	Pres.	–	–	–	–	–	1	—			1	17	6	16	0	0	10	10	0	16	0	0	[a]26	10	0		92
2[2]	Pres.	–	–	–	–	–	1	1	14	8	1	10	0	22	0	0	5	0	0	—			[a]5	0	0		93
2[2]	Pres.	–	–	–	–	–	1	1	16	9	—			19	0	0	13	10	2	—			13	10	2		94
1[3]	Pres.	–	–	1	–	–	2	1	0	0	—			28	0	0	8	4	3	6	0	0	[a]14	4	3		95
2[2]	Pres.	–	–	1	–	–	2	0	15	1	—			30	0	0	4	15	9	2	10	0	[a]7	5	9		96
Prob.	Pres.	–	–	–	–	–	1	1	4	0	—			12	10	0	4	1	11	—			4	1	11		97
3[1]	R.C.	–	–	–	–	–	1	2	10	2	—			16	0	0	10	0	0	—			10	0	0		98
3[2]	Pres.	–	–	–	–	–	1	—			1	17	6	16	0	0	6	17	3	7	0	0	[a]13	17	3		99
3[2]	Pres.	–	–	–	–	–	1	—			—			16	0	0	7	11	8	—			7	11	8		100
2[2]	Pres.	–	–	–	–	–	1	0	18	3	1	10	0	22	0	0	7	1	1	—			7	1	1		101
3[1]	R.C.	–	–	–	–	–	1	0	10	9	1	10	0	16	0	0	1	9	9	—			1	9	9	V.T.,B.	102
2[2]	E.C.	–	–	–	–	–	1	1	0	0	1	10	0	22	0	0	6	6	6	—			[a]6	6	6		103
3[2]	Pres.	–	–	–	–	–	1	0	4	9	1	10	0	13	13	4	4	8	6	—			4	8	6		104
3[2]	R.C.	–	–	–	–	–	1	0	12	9	1	10	0	14	0	0	6	3	8	—			6	3	8	V.T.	105
1[3]	R.C.	–	–	–	–	–	1	2	2	0	1	10	0	28	10	0	6	16	4	—			6	16	4	VT	106
3[2]	R.C.	–	–	–	–	–	1	0	11	7	1	10	0	14	0	0	3	9	3	—			3	9	3	VT	107
3[2]	R.C.	–	–	–	–	–	1	0	14	9	1	10	0	16	0	0	7	7	3	—			7	7	3	V.T.	108
1[1]	R.C.	–	–	–	–	–	1	2	8	0	1	18	0	32	0	0	5	11	6	—			5	11	6	V.T.	109
3[2]	Pres.	–	–	–	–	–	1	1	6	4	1	10	0	16	0	0	5	14	8	—			5	14	8		110
Prob.	R.C.	–	–	–	–	–	1	0	12	6	1	10	0	12	10	0	1	5	1	—			1	5	1		111
3[2]	E.C.	–	–	–	–	–	1	0	12	1	1	10	0	16	0	0	0	8	0	—			0	8	0		112
3[2]	Pres.	–	–	–	–	–	1	0	15	4	1	10	0	16	0	0	4	10	0	—			4	10	0		113
2[1]	Pres.	–	–	1	1	–	3	4	15	0	1	17	6	31	6	8	15	13	3	—			15	13	3		114
3[2]	E.C.	–	–	–	–	–	1	1	14	11	1	10	0	16	0	0	12	8	0	—			12	8	0		115
Prob.	Pres.	–	–	–	–	–	1	0	16	10	1	10	0	12	1	8	3	9	1	—			3	9	1		116
3[1]	R.C.	–	–	–	–	–	1	1	8	3	—			16	0	0	4	0	0	—			4	0	0	V.T.	117
2[2]	Pres.	–	–	–	–	–	1	1	1	11	1	10	0	22	0	0	8	9	6	—			8	9	6		118
3[2]	R.C.	–	–	–	–	1	2	1	14	2	1	10	0	16	3	4	5	15	3	—			5	15	3	B.	119
3[2]	E.C.	–	–	–	–	–	2	2	5	11	4	13	10	2	10	0	—			—			—				120
3[2]	E.C.																										
3[2]	Pres.	–	–	–	–	–	1	1	18	2	—			12	10	0	5	2	9	—			5	2	9		121
	Pres.	–	–	–	–	–	1	—			1	17	6	22	0	0	23	12	8	—			23	12	8		122

[b] House and garden rent free.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
123	3079	Newtownards,	Loughriescows, No. 2,	32	23	55	44	32	76	24	44	1	–
124	3094	Drumballyrony,	Emdall,	38	23	61	61	23	84	30	41	1*	–
125	3095	Moira,	Lurganaville,	28	12	40	43	27	70	27	41	1*	–
126	3129	Kilcoo,	Ballymony, f.	–	47	47	–	60	60	15	20	–	1
127	3171	Kilmore,	Dromaghlish,	46	41	87	56	47	103	39	42	1*	–
128	3183	Drumgath,	Lurgancahone,	30	17	47	36	24	60	20	33	1*	–
129	3185	Newtownards,	Ballyblack,	56	45	101	47	44	91	39	38	1	–
130	3186	Do.	Newtownards,[b]	–	–	–	–	–	–	–	–	–	–
131	3187	Magheralin,	Magheralin, f.	–	46	46	–	56	56	16	24	–	1
132	3203	Rathmullen,	Ballyplunt,	39	13	52	26	14	40	15	14	1*	–
133	3224	Killinchy,	Ballycloghan,	51	25	71	48	33	81	36	30	1	–
134	3225	Tullylish,	Gilford, No. 1,	106	74	180	143	106	249	97	105	1	–
135	3271	Clonduff,	Hilltown, f.	–	72	72	–	73	73	35	44	–	1*
136	3350	Newtownards,	Newtownards, Workh.	136	65	181	78	35	113	108	98	1*	1
137	3372	Bangor,	Cottown,	57	24	81	33	27	60	42	28	1	–
138	3386	Magheralin,	Drumlin,	29	16	45	47	41	88	20	48	1	–
139	3395	Donaghadee,	Grangee,	55	30	85	51	45	96	44	54	1*	–
140	3449	Newry,	Crowhill,	51	10	61	40	25	65	20	45	1	–
141	3450	Annaghill, Hillsboro',	Clintough,	43	18	61	47	29	76	31	43	1	–
142	3468	Dromore,	Dromore, No. 2, (Hillsboro'-street),	31	13	44	40	27	67	19	34	1	–
143	3553	Seapatrick,	Ballydown,	58	28	86	57	23	80	46	65	1*	–
144	3562	Newry,	Rockvale,	36	27	63	30	28	58	21	26	–	1
145	3586	Donaghadee,	Ballyvester,	68	33	[c]101	68	33	[c]101	[c]52	[c]52	1*	–
146	3619	Kilmore,	Kilmore, No. 2,	58	21	79	77	37	114	38	58	1*	–
147	3620	Newtownards,	Ballybrack, No. 3,	38	32	70	33	23	56	30	25	1*	–
148	3645	Newry,	Ryan,	49	18	67	55	30	85	25	30	1	–
149	3661	Dromara,	Finnis,	72	–	72	76	–	76	30	30	1*	–
150	3662	Annaclone,	Ballynafern,	30	14	44	40	18	58	26	29	1	–
151	3675	Newtownards,	Loughries, No. 1,	42	27	69	43	30	73	31	33	1*	–
152	3745	Killyleagh,	Killyleagh Mills, evg.	36	20	56	30	16	46	39	38	1*	–
153	3748	Drumgath,	Drumlough, No. 2,	54	33	87	48	40	88	39	47	1	–
154	3789	Garvaghy,	Ballooly,	59	42	101	55	24	[c]79	40	[c]37	1*	–
155	3791	Saintfield,	Lessons,	39	21	60	44	32	76	29	37	1	–
156	3805	Seapatrick,	Banbridge,	97	43	140	89	55	144	81	88	1	–
157	3822	Kilmore,	Drumgiven,	29	23	52	34	34	68	33	37	1	–
158	3856	Killyleagh,	Tullyveery,	[c]61	20	81	58	33	91	46	49	1*	–
159	3874	Newtownards,	Mill-st. (Newtownards)	78	47	125	115	51	166	65	79	1*	–
160	3979	Dromore,	Ashfield,	–	25	25	–	39	39	16	29	–	1
161	4038	Dromara,	Crossgar, f.	17	26	43	21	32	53	20	31	–	1
162	4039	Kilkeel,	Annalong, m.	61	–	[c]61	–	–	–	[c]25	[d]–	1	–
163	4040	Dromara,	Artana,	32	10	42	40	18	58	21	28	1	–
164	4041	Dromore,	Backnamullough,	26	10	36	32	19	51	25	30	1	–
165	4042	Drumbo,	Purdysburn, m.	42	–	42	54	–	54	14	26	1*	–
166	4227	Kilcoo,	Tulleree,	73	51	124	56	60	116	59	59	1	–
167	4290	Dundonald,	Dundonald, m.	55	–	55	60	–	60	24	20	1*	–
168	4291	Do.	Do. f.	–	50	50	–	58	58	20	23	–	1
169	4310	Drumbo,	Clogher,	26	21	47	49	29	78	15	26	1	–
170	4343	Ballyphilip,	Ballyphilip, f.	–	80	80	–	121	121	44	72	–	1*
171	4344	Bangor,	Groomsport, m.	72	–	72	73	–	73	41	48	1*	–
172	4345	Do.	Do. f.	–	48	48	–	65	65	27	35	–	1
173	4374	Dromara,	Finnis, f.	4	62	66	7	66	73	24	29	–	1*
174	4533	Kilmood,	Lisbarnett,	27	13	40	28	18	46	24	29	1	–
175	4546	Drumballyrony,	Closkelt,	36	15	51	29	15	44	30	30	1	–
176	4594	Seapatrick,	Banbridge, No. 2, m.	36	–	36	52	–	52	25	33	1	–
177	4595	Do.	Do. f.	–	36	36	–	54	54	29	35	–	1
178	4607	Dromore,	Skeogh,	30	13	43	38	25	63	20	25	1	–
179	4648	Killyleagh,	Killyleagh,	36	39	75	42	43	85	34	47	1	–
180	4649	Drumbo,	Purdysburn, f.	–	48	48	–	57	57	31	32	–	1
181	4650	Bangor,	Conlig, No. 2,	97	94	191	88	108	196	39	42	1	–
182	4657	Newtownards,	Newtownards,	64	33	97	123	69	192	57	101	1*	–
183	4658	Kilkeel,	Annalong, f.	7	47	54	12	60	72	31	36	–	1

[a] Residence rent free for teacher.

[b] School closed.

on the 31st December, 1855.—Province of ULSTER : County of DOWN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.													
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.																							
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.				School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
								£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	Pres.	–	–	–	–	–	1	2	2	0	1	10	0	12	10	0		11	15	3	11	0	0	22	15	3		123
3l	Pres.	–	–	–	–	–	1	2	2	6	1	10	0	19	10	0		12	4	6		—		[a]12	4	6		124
3²	R.C.	–	–	–	–	–	1	1	6	9	1	17	6	17	0	0		7	15	6		—		7	15	6		125
3l	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	16	0	0		2	14	6		—		2	14	6		126
1²	Pres.	–	–	–	–	–	1	1	4	2	1	10	0	28	10	0		11	3	2		—		11	3	2		127
2²	R.C.	–	–	–	–	–	1	2	4	0	2	9	6	22	0	0		2	10	5		—		2	10	5		128
3²	Pres.	–	–	–	–	–	1	1	17	11	1	10	0	19	0	0		7	16	0		—		[a]7	16	0		129
–	–	–	–	–	–	–	–		—			—		5	0	0			—			—			—			130
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	15	13	4		2	5	6	0	10	0	2	15	6		131
2²	R.C.	–	–	–	–	–	1		—		1	10	0	22	0	0		2	0	0		—		2	0	0		132
3²	Pres.	–	–	–	–	–	1	1	1	7	1	10	0	16	0	0		6	10	7		—		6	10	7		133
3l	Pres.	–	–	1	–	–	2	2	9	10	7	5	0	28	10	0		22	10	9		—		22	10	9		134
2²	R.C.	–	–	–	–	–	1		—		1	10	0	18	0	0		1	17	4		—		1	17	4		135
1² / 2l	Pres.	–	–	–	–	–	2	4	16	9	2	5	0		—				—			—			—			136
2l	Pres.	–	–	–	–	–	1	1	2	11		—		24	0	0		7	2	4	1	0	0	8	2	4	v.t.	137
3²	E.C.	–	–	–	–	–	1		—		1	10	0	13	10	0		8	17	4		—		8	17	4		138
3l	Pres.	–	–	–	1	–	2	1	5	3	1	17	6	21	10	0		7	19	5		—		7	19	5		139
3²	R.C.	–	–	–	–	–	1	0	11	3	1	10	0	15	10	0		4	0	0		—		4	0	0		140
3²	Pres.	–	–	–	–	–	1	0	18	5		—		16	0	0		15	0	0		—		15	0	0		141
3²	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0		2	15	4		—		2	15	4		142
1²	Pres.	–	–	–	1	–	2	3	7	0	1	17	6	39	5	0		6	15	0		—		6	15	0		143
3l	Pres.	–	–	–	–	–	1	0	8	2	1	10	0	16	0	0		2	11	0		—		2	11	0		144
3²	Pres.	–	–	–	1	–	2	1	7	7	1	10	0	16	0	0		14	8	9		—		14	8	9		145
2²	R.C.	–	–	–	–	–	1	1	4	8	1	17	6	22	0	0		10	11	1		—		10	11	1		146
3²	Pres.	–	–	–	–	–	1	1	0	0	1	10	0	16	0	0		6	0	11	16	10	0	22	10	11		147
3l	Pres.	–	–	–	–	–	1	0	14	6	1	10	0	19	0	0		2	0	0	5	0	0	7	0	0		148
2l	R.C.	–	–	–	–	–	1	1	9	6		—		24	0	0		4	5	1	1	10	0	5	15	1		149
3l	Pres.	–	–	–	–	–	1	0	16	1		—		19	0	0		11	14	10		—		11	14	10		150
3l	Pres.	–	–	–	–	–	1	1	9	9		—		19	0	0		7	11	10		—		7	11	10		151
2l	E.C.	–	–	–	–	–	1	1	17	0	0	19	6	28	6	8		9	5	7	29	0	0	38	5	7		152
3²	Pres.	–	–	–	–	–	1	1	17	10		—		14	5	0		5	4	3		—		5	4	3		153
3l	R.C.	–	–	–	–	–	1	2	12	0		—		19	0	0		8	0	0		—		8	0	0		154
Prob.	Pres.	–	–	–	–	–	1	1	11	5		—		12	10	0		8	7	5	1	4	0	9	11	5		155
2²	R.C.	–	–	1	–	–	2	1	14	6		—		22	0	0		16	19	7		—		[a]16	19	7		156
Prob.	Pres.	–	–	–	–	–	1	2	5	10		—		24	0	0		11	6	9		—		11	6	9		157
2l	Pres.	–	–	–	–	–	1	2	6	7		—		25	0	0		8	1	0		—		8	1	0		158
3l	Disst.	1	–	1	–	–	3	2	2	7		—		39	0	0		23	3	2		—		23	3	2		159
2²	E C.	–	–	–	–	–	1	0	10	0	1	10	0	20	0	0		3	10	0		—		[a]3	10	0	A.	160
3²	Pres.	–	–	–	–	–	1	0	14	5		—		14	15	0		5	18	0		—		5	18	0		161
3²	Pres.	–	–	–	–	–	1		—			—		13	3	4		2	0	0		—		2	0	0		162
3²	Pres.	–	–	–	–	–	1		—			—		16	0	0		8	0	0		—		8	0	0		163
3²	Pres.	–	–	–	–	–	1	1	5	0		—		12	15	0		12	17	0		—		12	17	0		164
3²	Pres.	–	–	–	–	–	1	1	12	7		—		22	0	0		5	19	0		—		[a]5	19	0		165
2²	E.C.	–	–	–	–	–	1	2	6	11		—		16	0	0		4	11	5		—		4	11	5		166
3²	R.C.	–	–	–	–	–	1	1	10	10		—		24	0	0		9	2	0		—		9	2	0		167
2l	Pres.	–	–	–	–	–	1	3	7	4	1	10	0	18	15	0		6	4	10		—		6	4	10		168
Prob.	Pres.	–	–	–	–	–	1	0	12	8	1	10	0	12	10	0		14	0	0		—		14	0	0		169
Prob.	Pres.	–	–	–	–	–	1	1	5	9	1	10	0	34	16	8		7	13	2		—		7	13	2		170
1l	R C.	–	–	–	–	1	2	1	0	0	2	5	0	33	18	4		12	10	9		—		[a]12	10	9		171
2²	Pres.	1	–	–	–	–	2	2	4	4	1	10	0	17	0	0		7	9	1		—		7	9	1		172
3l	Pres.	–	–	–	–	–	1	1	16	1	1	10	0	19	10	0		3	11	5	1	10	0	5	1	5		173
2l	R.C.	–	–	–	–	–	1	0	19	4	1	10	0	12	10	0		6	19	4		—		6	19	4		174
Prob.	Pres.	–	–	–	–	–	1	1	3	8	1	10	0	16	0	0		7	10	0		—		7	10	0		175
3²	Pres.	–	–	–	–	–	1		—		1	10	0	16	0	0		10	1	3		—		[a]10	1	3		176
3²	E.C.	–	–	–	–	–	1	1	1	0	1	10	0	19	10	0		8	0	0		—		8	0	0		177
2l	E.C.	–	–	–	–	–	1		—		1	10	0	19	10	0		8	0	0		—		7	4	10		178
Prob.	Pres.	–	–	–	–	–	1	0	13	0	1	10	0	12	10	0		7	4	10		—		7	4	10		179
3l	Pres.	–	–	–	–	–	1	0	7	5	1	10	0	20	10	0		7	9	8	8	0	0	15	9	8		180
2²	E.C.	–	–	–	–	–	1	1	9	10	1	10	0	18	10	0		8	16	6	2	0	0	[a]10	16	6		181
2²	Disst.	–	–	1	–	–	2	0	18	9	1	10	0	30	0	0		5	1	0	14	0	0	[a]19	1	0		181
1²	Pres.	1	–	1	–	–	3	11	11	2	3	4	6	48	3	4		47	16	11		—		[a]47	16	11		182
Prob.	Pres.	–	–	–	–	–	1		—		1	10	0	14	0	0		2	0	0		—		2	0	0		183

[a] Taken from Inspector's report.

A No return.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	No.	
												Males.	Females
184	4684	Comber,	Comber,	64	50	114	58	50	108	76	69	1*	–
185	4743	Bright,	Bright, m.	63	–	63	65	–	65	29	31	1*	–
186	4744	Do.	Do. f.	–	44	44	–	56	56	21	29	–	1*
187	4745	Magherally,	Mullaghfarnahan,	37	21	58	57	36	93	21	26	1*	–
188	4811	Tullylish,	Gilford's Mills, m.	143	–	143	136	–	136	92	81	1*	–
189	4812	Do.	Do. f.	–	121	121	–	146	146	82	80	–	1*
190	4815	Newry,	Shinn,	38	28	66	44	33	77	34	36	1	–
191	4861	Drumbo,	Cargycroy,	60	33	93	86	66	152	35	87	1*	–
192	4862	Knockbreda,	Bridgend, m.	87	–	87	126	–	126	35	68	1*	–
193	4872	Aghaderg,	Glaskerbeg,	51	23	74	52	25	77	39	47	1*	–
194	4913	Donaghadee,	Donaghadee, m.	129	–	129	132	–	132	68	75	1*	–
195	4914	Do.	Do. f.	–	79	79	–	99	99	41	46	–	1*
196	5011	Bangor,	Bangor, m.	158	–	158	161	–	161	105	104	1*	–
197	5012	Do.	Do. f.	–	127	127	–	128	128	63	74	–	1*
198	5013	Ballee,	Ballee, f.	–	46	46	–	53	53	31	34	–	1*
199	5023	Donaghadee,	Ballyhaskin,	24	12	36	43	28	71	25	44	1*	–
200	5056	Saintfield,	Ballymacaremery,	15	18	33	25	24	49	20	27	1	–
201	5065	Do.	Tullywest,	63	35	98	72	40	112	41	45	1*	–
202	5073	Comber,	Moneyrea,	65	48	113	65	52	117	61	63	1*	–
203	5089	Drumballyrony,	Ballyrony,	49	38	87	41	44	85	38	30	1	–
204	5134	Holywood,	Ballyhackamore,	18	24	42	16	22	38	16	15	–	1*
205	5135	Newtownards,	Greengraves,	68	41	109	83	55	138	33	38	1	–
206	5136	Kilmore,	Ralleagh,	33	29	62	32	31	63	31	35	1*	–
207	5137	Killinchy,	Barnamaghery,	39	22	61	45	28	73	40	34	1	–
208	5153	Seapatrick,	Ballymony,	30	15	45	34	14	48	23	30	1	–
209	5154	Dromara,	Guiness, temporary,	57	24	81	56	39	95	34	40	1	–
210	5178	Do.	Gransha,	49	32	81	49	43	92	38	39	1	–
211	5236	Donaghmore,	Derrycra, m.	57	–	57	38	–	38	15	16	1*	–
212	5244	Magheradrool,	Ballynahinch,	65	20	85	37	20	57	40	35	1*	–
213	5365	Dromara,	Dunbeg,	18	15	33	37	34	71	20	30	1*	–
214	5450	Clonallan,	Warrenpoint, m.	65	–	65	89	–	89	46	50	1*	–
215	5451	Do.	Do. f.	7	89	96	4	86	90	48	54	–	1*
216	5467	Donaghadee,	Carrowdore,	33	29	62	45	25	70	39	40	1	–
217	5485	Donaghmore,	Derrycra, f.	5	90	95	4	90	94	35	33	–	1*
218	5552	Knockbreda,	Knock,	26	9	35	33	21	54	20	30	1	–
219	5582	Newtownards,	Ballyrogan,	34	14	48	16	14	20	21	16	1*	–
220	5666	Annahilt,	Ballykeel, Lougherne,	28	24	52	30	29	59	23	31	1	–
221	5704	Grey Abbey,	Grey Abbey,	80	48	128	74	46	120	47	40	1*	–
222	5705	Do.	Do. i.	95	109	204	104	118	222	75	104	–	1*
223	5741	Clonallan,	Clontifleece, m.	87	51	138	78	53	131	52	58	1*	–
224	5787	Kilbrony,	Knockbarragh,	65	40	105	68	41	109	31	31	1	–
225	5813	Saintfield,	Saintfield,	79	24	103	76	33	109	58	59	1*	–
226	5825	Newtownards,	Anne-street, Newtownards,	37	20	57	25	7	32	26	28	1	–
227	5847	Ballyphilip,	Portaferry, No. 2, m.	46	–	46	42	–	42	29	26	1*	–
228	5876	Drumgath,	Rathfryland, m.	108	7	115	102	2	104	53	52	1*	–
229	5877	Do.	Do. f.	8	100	108	7	100	107	46	51	–	1*
230	5900	Saintfield,	Ballynockan,	39	16	55	35	31	66	21	30	1*	–
231	5943	Dromore,	Ballykeel,	36	19	55	49	28	77	20	43	1	–
232	5953	Bangor,	Ballysallagh,	48	24	72	44	34	78	33	36	1*	–
233	5954	Comber,	Magherascouse,	119	76	195	94	92	186	29	39	1	–
234	5955	Killinchy,	Carrickmannon,	73	39	112	59	57	116	54	66	1	–
235	5996	Dromore,	Ballyvicknakelly,	35	14	49	47	20	67	30	35	1*	–
236	6024	Killyleagh,	Killyleagh, m.	39	6	45	40	11	51	31	32	1*	–
237	6025	Bangor,	Ballyconnell,	67	37	104	57	52	109	43	45	1*	–
238	6054	Killinchy,	Raffery,	46	25	71	47	33	80	38	49	1*	–
239	6061	Bangor,	Ballymullan,	88	56	144	89	73	162	70	74	1*	–
240	6092	Killyleagh,	Killyleagh, f.	–	39	39	–	46	46	27	31	–	1*
241	6151	Grey Abbey,	Ballyboley,	71	28	99	62	26	88	43	43	1*	–
242	6165	Magheralin,	Edenmore,	28	28	56	39	33	72	30	42	1	–
243	6222	Drumbo,	Ballymacbrennan, m.	74	–	74	60	–	60	36	27	1*	–
244	6259	Holywood,	Holywood, m.	53	–	53	73	–	73	32	41	1*	–
245	6281	Dromara,	Burren,	59	35	94	57	40	97	52	39	1*	–

[a] Residence rent free for teacher.

[b] House and garden rent free.

on the 31st December, 1855.—Province of ULSTER : County of DOWN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	Pres.	–	–	–	–	–	1	4	8	2	2	5	0	19	0	0	28	17	6	—			28	17	6		184
1[3]	E.C.	–	–	–	–	–	1	2	5	6	—			28	10	0	8	0	6	7	0	0	15	0	6	VC	185
2[2]	E.C.	–	–	–	–	–	1	0	15	0	—			18	0	0	—			—			—			VC	186
3[1]	Pres.	–	–	–	–	–	1	0	13	7	0	19	6	22	0	0	5	19	7	—			5	19	7	V.C.	187
1[1]	Pres.	1	–	–	–	–	2	3	6	10	2	12	6	58	10	0	10	17	9	30	0	0	[a]40	17	9		188
1[1]	Pres.	–	–	–	–	1	2	1	9	11	2	12	6	42	3	4	12	15	3	15	0	0	[a]27	15	3		189
3[2]	Pres.	–	–	–	–	–	1	0	13	11	—			16	0	0	5	8	10	8	0	0	[a]13	8	10		190
2[1]	Pres.	–	–	–	–	–	1	3	1	11	1	17	6	20	16	8	9	0	3	14	16	8	23	16	11		191
3[1]	R.C.	–	–	–	–	–	1	1	7	0	1	10	0	21	6	8	10	18	10	5	1	2	16	0	0		192
2[2]	R.C.	–	–	–	–	–	1	0	13	4	1	10	0	19	0	0	5	0	0	—			5	0	0		193
1[3]	Pres.	1	–	–	–	–	2	4	6	7	1	17	6	32	15	0	37	4	5	—			37	4	5		194
1[3]	Pres.	–	–	–	–	1	2	2	13	2	1	10	0	21	16	8	19	16	8	—			19	16	8		195
1[1]	Pres.	1	–	–	1	–	3	8	18	9	—			58	18	4	44	15	5	—			44	15	5		196
1[1]	Pres.	–	1	–	–	1	3	4	11	3	—			41	6	8	20	9	1	—			20	9	1		197
1[1]	Pres.	–	–	–	–	1	2	1	1	6	—			38	10	0	8	4	8	—			[a]8	4	8		198
3[2]	Pres.	–	–	–	–	–	1	1	15	0	—			16	0	0	9	2	6	—			9	2	6		199
3[1]	Pres.	–	–	–	–	–	1	0	11	8	—			20	10	0	2	10	1	—			2	10	1		200
1[3]	Pres.	–	–	–	–	–	1	1	16	2	—			30	0	0	14	10	6	—			14	10	6		201
1[3]	Pres.	–	–	–	–	–	1	1	10	0	—			24	0	0	23	19	1	—			23	19	1		202
Prob.	Pres.	–	–	–	–	–	1	0	16	3	—			12	10	0	5	7	11	—			5	7	11		203
3[1]	Pres.	–	–	–	–	–	1	0	17	0	—			15	0	0	1	11	10	—			1	11	10		204
3[2]	Pres.	–	–	–	–	–	1	1	9	7	—			16	0	0	5	18	7	—			5	18	7		205
2[1]	Pres.	–	–	–	–	–	1	1	9	9	—			24	0	0	4	4	11	—			[a]4	4	11		206
2[2]	Pres.	–	–	–	–	–	1	1	10	11	—			22	0	0	8	6	5	0	13	7	9	0	0		207
3[2]	Pres.	–	–	–	–	–	1		—		—			19	0	0	6	15	9	—			6	15	9		208
3[2]	R.C.	–	–	–	–	–	1	0	12	1	—			16	0	0	3	12	2	—			3	12	2		209
3[1]	Pres.	–	–	–	–	–	1	2	0	0	—			19	0	0	5	1	7	8	0	0	13	1	7		210
3[2]	R.C.	–	–	–	–	–	1	0	6	0	—			16	0	0	2	15	6	—			2	15	6		211
2[2]	Pres.	–	–	–	–	–	1	0	14	8	—			22	0	0	9	0	0	—			9	0	0		212
3[1]	R.C.	–	–	–	–	–	1	0	19	5	1	10	0	19	0	0	3	0	0	—			3	0	0		213
2[2]	R.C.	–	–	–	1	–	2	1	18	9	—			28	18	4	9	5	10	—			9	5	10		214
1[3]	R.C.	–	–	–	–	1	2	1	0	1	—			32	13	4	9	9	3	—			9	9	3		215
3[2]	Pres.	–	–	1	–	–	2	1	8	5	—			24	0	0	5	1	9	—			[a]5	1	9		216
2[1]	R.C.	–	–	–	–	–	1	0	5	9	—			19	10	0	5	14	0	—			[a]5	14	0		217
3[1]	Pres.	–	–	–	–	–	1	1	1	4	—			19	0	0	6	9	1	—			6	9	1		218
2[1]	Pres.	–	–	–	–	–	1		—		—			26	8	4	—			—			[a]—				219
Prob.	Pres.	–	–	–	–	–	1	1	7	3	1	10	0	12	10	0	5	15	0	—			5	15	0		220
2[2]	E.C.	–	–	1	–	–	2	1	7	1	1	17	6	27	10	0	6	10	0	10	0	0	16	10	0		221
3[1]	E.C.	–	1	–	–	–	2		—		2	5	0	27	0	0	—			6	10	0	[a]6	10	0		222
1[3]	E.C.	–	–	–	1	–	2	0	15	8	1	17	6	36	3	4	4	3	11	10	0	0	[a]14	3	11		223
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	5	2	1	—			5	2	1		224
1[2]	Pres.	–	–	–	1	–	2	2	5	4	1	17	6	32	0	0	25	16	9	—			[a]25	16	9		225
Prob.	R.C.	–	–	–	–	–	1	0	6	2	1	10	0	13	10	0	3	11	5	—			[a]3	11	5		226
2[1]	Pres.	–	–	–	–	–	1	2	4	6	1	10	0	24	0	0	9	7	7	—			9	7	7		227
1[3]	R.C.	–	–	–	–	–	1	1	1	11	—			31	10	0	6	10	6	—			6	10	6	VC	228
1[3]	R.C.	–	–	–	–	–	1	1	9	2	—			21	10	0	7	15	1	—			7	15	1	VC	229
2[2]	Pres.	–	–	–	–	–	1	1	7	0	1	10	0	20	13	4	8	0	0	5	0	0	[a]13	0	0		230
Prob.	E.C.	–	–	–	–	–	1	1	13	9	—			12	10	0	6	18	7	—			6	18	7		231
2[2]	Pres.	–	–	–	–	–	1	2	10	7	—			23	0	0	9	18	2	11	10	0	[b]21	8	2		232
3[2]	Pres.	–	–	–	–	–	1	1	7	8	—			16	0	0	7	19	9	5	0	0	[a]12	19	9		233
3[1]	R.C.	–	–	–	1	–	2	2	8	10	—			24	5	0	20	3	11	5	0	0	[a]25	3	11		234
3[1]	Pres.	–	–	–	–	–	1	1	6	2	—			19	0	0	9	17	9	2	0	0	11	17	9		235
3[1]	Pres.	–	–	–	–	–	1	1	4	5	—			19	0	0	10	19	9	10	0	0	[a]20	19	9		236
2[1]	Pres.	–	–	–	–	–	1	1	19	7	—			24	0	0	11	16	9	16	10	0	[a]28	6	3		237
2[1]	Disst.	–	–	–	–	–	1	1	5	7	—			28	0	0	7	16	0	5	0	0	[a]12	16	0		238
1[2]	Pres.	–	–	–	1	–	2	6	1	10	—			39	10	0	22	1	10	18	0	0	[a]40	1	10		239
1[2]	Pres.	–	–	–	–	–	1	1	7	0	—			27	10	0	9	6	4	10	0	0	[a]19	6	4		240
2[1]	Pres.	–	–	–	–	–	1	1	0	4	—			25	0	0	8	14	8	5	0	0	[a]13	14	8		241
3[2]	Pres.	–	–	–	–	–	1	0	18	11	—			16	0	0	9	11	9	—			9	11	9		242
3[1]	Pres.	–	–	–	–	–	1	2	7	2	0	19	6	20	10	0	8	8	10	—			8	8	10		243
1[3]	E.C.	–	–	–	–	–	1	7	3	0	—			31	10	0	6	14	11	—			6	14	11		244
2[2]	Pres.	–	–	–	–	–	1	2	3	4	—			22	0	0	10	15	6	5	0	0	15	15	6		245

[a] Residence, garden, and turbary rent free.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
246	6286	Killaney,	Carricknaveagh,	38	27	65	54	44	98	31	46	1	–
247	6312	Magheradrool,	Ballymaglave,	55	31	86	69	41	110	50	56	1*	–
248	6327	Blaris,	Largymore,	50	44	94	89	75	164	54	79	1	–
249	6378	Holywood,	Holywood Par. f.	–	93	93	–	99	99	38	56	–	1
250	6400	Drumbo,	Ballymacbrennan, f.	–	60	60	–	61	61	30	31	–	1
251	6442	Kilbrony,	Killowen,	93	–	93	56	–	56	37	29	1*	–
252	6485	Ballyphilip,	Portaferry, No. 2, f.	–	35	35	–	40	40	23	26	–	1*
253	6522	Kilmood,	Drumhirk,	37	24	61	34	33	67	28	30	1	–
254	6523	Knockbreda,	Bridge End, f.	–	47	47	–	91	91	25	44	–	1*
255	6524	Dromore,	Tullyglush,	32	14	46	41	18	59	26	36	1	–
256	6525	Holywood,	Holywood,	47	45	92	22	49	71	25	30	–	1*
257	6584	Donaghcloney,	Fortescue,	36	18	54	29	20	49	28	25	1*	–
258	6641	Newtownards,	Newtownards, f.	–	41	41	–	57	57	22	34	–	1*
259	6642	Newry,	Windsor Hill, m.	33	–	33	92	–	92	23	46	1*	–
260	6643	Do.	Do. f.	–	46	46	–	59	59	14	36	–	1
261	6644	Tullylish,	Bann, f.	–	104	104	–	117	117	55	68	–	1*
262	6686	Kilkeel,	Kilkeel,	46	24	70	51	35	86	35	39	1*	–
263	6748	Tullylish,	Miltown, m.	98	–	98	114	–	114	50	57	1*	–
264	6833	Magheralin,	Dollingstown,	40	10	50	54	40	94	15	40	1*	–
265	6878	Comber,	Ballystockart,	25	17	42	28	33	61	19	34	1	–
266	6911	Kilbroney,	Killowen, f.	–	56	56	–	65	65	25	30	–	1
267	6912	Newtownards,	Drumhirk,	53	34	87	50	35	85	45	46	1*	–
268	6930	Tullylish,	Milltown, f.	–	98	98	–	200	200	41	94	–	1*
269	6931	Kilkeel,	Ballymartin,	37	25	62	44	38	82	38	37	1	–
270	7043	Anaclone,	Anaghlone, f.	22	48	70	25	45	70	35	37	–	1
271	7044	Witter,	Ballygalget,	52	18	70	65	27	92	30	39	1	–
272	7045	Ballytriestan,	Kearney,	42	31	73	46	40	86	44	49	1*	–
273	7062	Innishargue,	Glastry,	83	26	109	99	30	129	49	50	1	–
274	7096	Ballyphilip,	Ballyphilip, m.	151	–	151	117	–	117	58	83	1*	–
275	7100	Newry,	Grenane,	21	9	30	51	40	91	18	35	1	–
276	7110	Hillsboro,	Reilly's Trench,	29	30	59	46	22	68	25	31	1	–
277	7111	Tullylish,	Gilford Mills. i.	28	27	55	37	51	88	34	56	–	1
278	7144	Donaghmore,	Tullamore,	42	23	65	47	23	70	41	43	1*	–
279	7146	Dromara,	Moydalgan, m.	70	–	70	70	–	70	54	51	1*	–
280	7147	Do.	Do. f.	–	52	52	–	51	51	32	33	–	1
281	7148	Holywood,	Holywood, m.	61	–	61	70	–	70	31	25	1*	–
282	7179	Magheradrool,	Drumaness,	33	24	[b]57	87	68	155	[b]–	59	1	–
283	7221	Ballycutler,	Strangford,	–	–	[c]–	42	34	76	–	43	1	–
284	7229	Loughinisland,	Drumaroad,	50	30	80	44	37	81	42	49	1	–
285	7240	Knockbreda,	Lagan Village,	–	–	[c]–	49	15	64	–	47	1	–
286	7267	Lower Drumgoola	Magheramayo, f.	–	–	[c]–	–	96	96	–	35	–	1
287	7268	Ballykinlar,	Ballykinlar, m.	–	–	[c]–	77	–	77	–	35	1*	–
288	7272	Down,	John-street, convt.	–	–	[c]–	62	378	440	–	148	–	3
289	7283	Newry,	Mill-street, (Newry),	–	–	[c]–	132	36	168	–	58	1*	–
290	7286	Dromore,	Magherabeg,	–	–	[c]–	34	27	61	–	36	1	–
291	7298	Hollywood,	Knocknagoney,	–	–	–	–	–	[c]–	–	–	1*	–
292	7306	Clonduff,	Ballygorianmore,	–	–	–	–	–	[c]–	–	–	1	–
293	7321	Newtownards,	Moville-street,	–	–	–	–	–	[c]–	–	–	–	1
			Total in Down,	13,023	8,824	21,847	14,265	11,499	25,764	10,440	12,497	234	65

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER : County of DOWN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.									Aid granted during the Year ending the 31st December, 1855.									Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.		School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	Pres.	–	–	–	–	–	1		2	0	7		—		12	10	0	10	4	1	5	0	0	15	4	1		246
1ª	Pres.	–	–	–	–	–	1		3	15	10	1	10	0	28	10	0	28	8	8		—		28	8	8		247
2¹	Pres.	–	1	–	–	–	2		2	15	3		—		38	0	0	15	4	5	4	0	0	19	4	5		248
3ª	E.C.	–	–	–	–	–	1		3	5	1		—		15	10	0	6	0	0	10	0	0	*16	0	0		249
3¹	Pres.	–	–	–	–	–	1		0	14	7		—		16	8	4	6	4	4		—		6	4	4		250
2²	R.C.	–	–	–	–	–	1		1	12	3	1	10	0	22	0	0	4	9	4		—		4	9	4		251
1ª	E.C.	–	–	–	–	–	1		0	19	6	1	10	0	21	10	0	5	16	3		—		5	16	3		252
3²	Pres.	–	–	–	–	–	1		1	7	0	1	10	0	19	0	0	5	0	0	5	0	0	*10	0	0		253
3¹	R.C.	–	–	–	–	–	1		0	11	1	1	10	0	16	0	0	7	17	0	4	0	0	11	17	0		254
Prob.	Pres.	–	–	–	–	–	1		2	5	9	1	10	0	11	11	8	13	5	9		—		13	5	9		255
2²	Pres.	–	–	–	–	–	1		1	3	3	1	10	0	18	13	4	4	10	11		—		4	10	11		256
2²	Pres.	–	–	–	–	–	1					1	10	0	16	0	0	6	5	6		—		*6	5	6		257
3¹	Pres.	–	–	–	–	–	1		0	17	9		—		16	0	0	5	0	0		—		5	0	0		258
2¹	E.C	–	–	–	–	–	1		3	9	9	0	19	6	24	0	0	3	6	8	2	3	0	*5	9	8		259
3²	Pres.	–	–	–	–	–	1		1	1	7		—		14	0	0	1	15	3	20	0	0	*21	15	3		260
2¹	R.C.	–	–	–	–	–	1		1	10	1	1	10	0	26	8	4	11	7	8		—		11	7	8		261
3¹	Pres.	–	–	–	–	–	1		2	12	5		—		19	0	0	7	12	2		—		7	12	2		262
2¹	Pres.	–	–	–	–	–	1		1	18	4		—		29	0	0	14	1	8	29	0	0	*43	1	8		263
3¹	E.C.	–	–	–	–	–	1			—			—		9	15	0	4	0	0		—		*4	0	0		264
3²	Pres.	–	–	–	–	–	1		1	8	9		—		20	13	4	6	4	11	2	0	10	8	5	9		265
3²	R.C.	–	–	–	–	–	1		0	10	11		—		14	0	0	3	1	3		—		3	1	3		266
2¹	Pres.	–	–	–	–	–	1		3	4	6		—		24	0	0	14	12	4	5	0	0	19	12	4		267
2¹	Pres.	–	–	–	–	–	1		1	14	0		—		23	10	0	6	9	8	10	0	0	16	9	8		268
Prob.	R.C.	–	–	–	–	–	1		2	3	0		—		12	10	0	2	2	6		—		2	2	6		269
3¹	Pres.	–	–	–	–	–	1		1	13	10		—		11	0	0	10	8	7		—		10	8	7		270
3²	R.C.	–	–	–	–	–	1		1	6	3		—		16	0	0		—			—			—			271
2²	Pres.	–	–	–	–	–	1		1	7	2		—		22	0	0	16	13	10	3	6	2	*20	0	0		272
3¹	R.C.	–	–	–	–	–	1		1	19	7		—		19	0	0	12	1	5		—		12	1	5		273
2²	R.C.	–	–	–	1	–	2		4	15	0		—		27	5	0	13	19	7		—		13	19	7		274
Prob.	R.C.	–	–	–	–	–	1		1	19	1		—		17	1	8	4	17	9		—		4	17	9		275
3²	R.C.	–	–	–	–	–	1			—			—		12	10	0	3	11	6		—		*3	11	6		276
Prob.	Disst.	–	–	–	–	–	1			—			—		16	13	4		—		21	0	0	21	0	0		277
1ª	Pres.	–	–	–	–	–	1		1	8	0		—		28	10	0	10	0	0	2	10	0	12	10	0		278
1²	Pres.	–	–	–	1	–	2		10	13	6		—		27	1	8	24	7	6		—		*24	7	6		279
3¹	E.C.	–	–	–	–	–	1		1	12	11		—		10	3	4	12	1	3		—		*12	1	3		280
1ª	Pres.	–	–	–	–	–	1		2	3	1		—		21	10	0	4	9	4		—		4	9	4		281
Prob.	E.C.	–	–	–	–	–	1		2	17	4	5	0	0	21	13	4	20	14	0		—		*20	14	0		282
Prob.	E.C.	–	–	–	–	–	1		3	2	6	5	0	0	5	16	8	7	3	8	11	0	0	18	3	8		283
3¹	R.C.	–	–	–	–	–	1			—		5	0	0	16	0	0	6	0	0		—		6	0	0		284
Prob.	Pres.	–	–	–	–	–	1		2	13	11	4	10	0	4	13	4	5	0	0		—		5	0	0		285
Prob.	R.C.	–	–	–	–	–	1			—		5	0	0	3	0	0	1	10	8		—		1	10	8		286
2¹	R.C.	–	–	–	–	–	1		1	16	7	5	19	6	6	10	0	2	0	0	20	0	0	22	0	0		287
Nuns.	R.C.	–	–	–	–	–	3		2	0	8	7	0	0	6	13	4	10	7	4		—		10	7	4		288
3¹	R.C.	–	–	–	–	–	1		0	15	7	5	0	0	1	13	4	18	0	0		—		18	0	0		289
Prob.	E.C.	–	–	–	–	–	1		0	19	7	4	10	0	2	6	8	3	19	6	3	0	0	*6	19	6		290
2¹	Pres.	–	–	–	–	–	1			—		4	10	0		—		17	0	0	13	15	0	30	15	0		291
Prob.	E.C.	–	–	–	–	–	1			—		5	0	0		—		1	12	0	2	10	0	4	2	0		292
2²	Pres.	–	–	–	–	–	1			—		4	10	0		—		2	6	8		—		2	6	8		293
		2	4	13	17	10	352		465	10	10	266	3	8	6,003	3	4	2,450	17	0	630	3	1	3,081	0	1		

* Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal	
				31st March, 1855.			30th Sept., 1855.					No.	
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
1	263	Aughalurcher,	Moat,	27	12	39	28	15	43	14	15	1	–
2	264	Clones, East, or Rossteagh,	Bruskernagh,	60	14	74	70	27	97	36	46	1	–
3	265	Clones,	Deerpark,	54	15	69	50	23	73	21	29	1	–
4	266	Do.	Graghawarren,	44	23	67	49	30	79	25	22	1	–
5	267	Do.	Rossbrick,	43	22	65	39	34	73	20	24	1	–
6	269	Enniskillen,	Shankhill,	22	16	38	21	22	43	16	16	1	–
7	271	Derryvollen,	Slee,	46	33	79	38	30	68	46	40	1	–
8	274	Enniskillen,	Killea,	28	17	45	45	32	77	24	30	1	–
9	275	Do.	Carrickmacmea,	46	24	70	45	24	69	33	41	1*	–
10	277	Galloon,	Moorlough,	25	21	46	25	21	46	24	24	1	–
11	278	Do.	N. T. Butler, m.	93	13	106	90	16	106	28	30	1	–
12	279	Do.	Manorwaterhouse, m.	57	–	57	55	–	55	24	13	1	–
13	281	Do.	Drumbarry,	27	23	50	28	29	57	15	20	1*	–
14	282	Killesher,	Crossroads, m.	72	–	72	77	–	77	24	23	1*	–
15	283	Kinawley,	Derrylin, m.	89	–	89	80	–	80	36	27	1	–
16	284	Do.	Stonepark,	54	42	96	39	34	73	34	26	1	–
17	288	Magheracoolmoney,	Tulnaguigary,	18	13	31	13	14	27	18	18	1	–
18	1162	Galloon,	Drumlone,	65	38	103	54	46	100	39	44	1	–
19	1247	Aughalurcher,	Mullaghfad,	39	18	57	40	24	64	28	34	1	–
20	1250	Clones,	Cornagague,	86	23	109	93	35	128	21	18	1*	–
21	1251	Derryvollen,	Druvaul,	64	37	101	72	40	112	50	45	1	–
22	1740	Galloon,	Kilturk,	30	17	47	42	33	75	17	34	1	–
23	1741	Drumkeeran,	Gusheady,	57	28	85	39	21	60	35	23	1	–
24	1742	Devenish,	Lisded,	52	25	77	52	24	76	30	29	1*	–
25	1748	Aughavea,	Ardmoney,	59	27	86	53	28	81	36	35	1	–
26	1843	Trory,	Tullyavey,	38	16	54	34	7	41	26	22	1*	–
27	1911	Killisher,	Crossroads, f.	–	49	49	–	62	62	20	28	–	1
28	1998	Enniskillen,	Tempo, m.	36	43	79	41	56	97	39	55	1	–
29	2034	Do.	Enniskillen, m.	59	–	59	86	–	86	24	38	1*	–
30	2035	Do.	Do. f.	4	84	88	7	86	93	31	56	–	1*
31	2038	Devenish,	Monea,	147	51	198	101	43	144	18	21	1	–
32	2153	Magheracoolmoney,	Clareview,	25	26	51	25	34	59	26	30	–	1
33	2235	Devenish,	Cashelnadrea, m.	44	–	44	64	–	64	33	34	1	–
34	2287	Aughalurcher,	Mulnaburtlin,	42	30	72	38	37	75	25	33	1*	–
35	2437	Boho,	Carrickbeg,	36	28	64	43	36	79	14	16	1	–
36	2531	Aughavea,	Tattykeeran,	17	15	32	26	16	42	20	23	1	–
37	2865	Magheracross,	Coa,	110	52	162	96	59	155	29	31	1	–
38	2869	Derryvollen,	Cules,	47	24	71	42	24	66	44	30	1	–
39	2943	Magheracoolmoney,	Nedsherry,	66	32	98	46	22	68	51	35	1*	–
40	3044	Aughalurcher,	Cavanaleck,	30	13	43	26	16	42	25	28	1	–
41	3145	Enniskillen,	Immarue,	39	33	72	41	29	70	29	29	1*	–
42	3267	Magheracross,	Grove,	45	24	69	53	29	82	30	30	1*	–
43	3295	Derryvollen,	Liscreevan,	20	19	39	19	19	38	24	20	1	–
44	3317	Drumkeeran,	Gortnaguillane,	25	14	39	37	23	60	23	28	1*	–
45	3494	Devenish,	Garrison,	60	23	83	53	22	75	45	38	1	–
46	3495	Do.	Cashelnadrea, f.	–	64	64	–	56	56	34	33	–	1*
47	3510	Magheracross,	Sydare, m.	72	34	106	49	17	66	38	25	1*	–
48	3521	Magheracoolmoney,	Aghagaffart,[a]	36	18	54	37	12	49	36	26	–	–
49	3525	Drumkeeran,	Tullyhommon,	41	25	66	45	30	75	30	22	1*	–
50	3569	Magheracoolmoney,	Lack,	32	26	58	28	32	60	22	20	1	–
51	3573	Do.	Cloy,	45	42	87	47	44	91	40	41	1	–
52	3574	Do.	Croneenbun,	65	39	104	48	40	88	44	30	1*	–
53	3596	Clones,	Lisroon,	41	12	53	34	18	52	28	20	1	–
54	3676	Belleek,	Tonnoghgorm,	48	20	68	35	18	53	30	26	1	–
55	3677	Drumkeeran,	Aghalane,	55	20	75	50	21	71	30	34	1	–

[a] Residence rent free for teacher.

in operation on the 31st December, 1855.—Province of ULSTER.

FERMANAGH—132 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3²	R.C.	–	–	–	–	–	1				—			16	0	0	0	17	4	—			0	17	4		1
3¹	R.C.	–	–	–	–	–	1	0	17	5	—			19	0	0	3	14	0	1	0	0	4	14	0	B.	2
3²	R.C.	–	–	–	–	–	1	1	5	1	—			16	0	0	2	1	1	—			2	1	1	B.	3
Prob.	R.C.	–	–	–	–	–	1	0	6	7	—			12	10	0	1	3	6	—			1	3	6	B.	4
3¹	R.C.	–	–	–	–	–	1	0	16	5	—			19	0	0	1	5	0	—			1	5	0	V.T.	5
Prob.	R.C.	–	–	–	–	–	1	0	4	6	—			19	10	0	1	0	0	—			1	0	0		6
3²	E.C.	–	–	1	–	–	2	2	11	11	—			24	0	0	4	0	0	—			4	0	0		7
Prob.	R.C.	–	–	–	–	–	1	2	6	6	1	10	0	17	10	0	0	14	6	1	0	0	1	14	6	V.T.	8
1³	R.C.	–	–	–	–	–	1	1	9	5	—			28	10	0	1	11	0	—			1	11	0		9
2²	R.C.	–	–	–	1	–	2		—		—			24	13	4	2	10	6	0	12	6	[a]3	3	0		10
3²	R.C.	–	–	–	–	–	1	1	3	11	—			16	0	0	6	9	0	—			6	9	0		11
2²	R.C.	–	–	–	–	–	1	0	18	4	—			22	0	0	1	12	0	—			1	12	0	B.	12
2²	R.C.	–	–	–	–	–	1	0	10	6	1	10	0	22	0	0	4	18	6	—			4	18	6	V.T.	13
1³	R.C.	–	–	–	–	–	1	2	3	3	—			28	10	0	1	18	8	1	5	6	[a]3	4	2		14
2²	R.C.	–	–	–	–	–	1		—		—			23	10	0	3	8	9	1	0	0	4	8	9		15
3²	R.C.	–	–	–	–	–	1	1	16	6	1	10	0	15	10	0	2	1	6	0	10	0	2	11	6		16
3²	R.C.	–	–	–	–	–	1		—		—			16	0	0	2	2	0	—			2	2	0	V.T.	17
3²	R.C.	–	–	–	–	–	1	2	8	5	—			16	0	0	3	1	1	—			3	1	1	B.	18
3²	R.C.	–	–	–	–	–	1	1	0	3	—			16	0	0	2	15	6	—			2	15	6	V.T.	19
3¹	R.C.	–	–	–	–	–	1	1	18	10	1	10	0	22	0	0	2	4	0	—			2	4	0	B.	20
3²	E.C.	–	–	–	1	–	2	1	4	5	1	10	0	22	6	8	1	2	0	1	4	0	2	6	0	V.T.	21
2²	R.C.	–	–	–	–	–	1	0	8	0	1	10	0	22	0	0	5	15	0	—			5	15	0	B.	22
3²	R.C.	–	–	–	–	–	1	1	4	3	1	10	0	16	0	0	1	9	6	—			1	9	6		23
1²	R.C.	–	–	1	–	–	2	0	14	11	—			42	0	0	2	15	0	—			2	15	0	A.	24
3²	R.C.	–	–	–	–	–	1	0	10	8	1	10	0	16	0	0	3	7	6	—			3	7	6		25
2²	E.C.	–	–	–	–	–	1	2	4	2	—			22	0	0	2	14	4	—			2	14	4		26
3²	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	1	15	0	1	0	0	[a]2	15	0		27
2²	E.C.	–	–	1	–	–	2	1	9	6	—			30	0	0	3	2	8	—			3	2	8		28
3¹	R.C.	–	–	–	–	–	1	2	14	7	1	10	0	19	0	0	6	19	3	—			6	19	3	V.T.	29
1³	R.C.	–	–	–	–	–	1		—		1	17	6	20	0	0	12	2	6	—			12	2	6	V.T.	30
3²	R.C.	–	–	–	–	–	1	0	10	9	1	10	0	20	6	8	0	12	0	—			0	12	0	A.	31
3²	R.C.	–	–	–	–	–	1	0	11	3	1	10	0	14	0	0	1	4	6	—			1	4	6	V.T.	32
3²	R.C.	–	–	–	–	–	1	2	5	0	—			16	0	0	[a]5	0	0	—			[a]5	0	0		33
3¹	R.C.	–	–	–	–	–	1	0	18	10	—			18	0	0	4	4	0	—			4	4	0		34
3²	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	1	0	0	—			1	0	0	B.	35
3²	R.C.	–	–	–	–	–	1	0	15	10	—			16	0	0	4	7	6	—			4	7	6		36
3²	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	17	0	0	1	17	0	—			1	17	0		37
3¹	R.C.	–	–	–	–	–	1	1	10	1	—			19	0	0	2	0	0	0	10	0	2	10	0	A.	38
1³	R.C.	–	–	–	1	–	2	2	15	10	1	10	0	34	10	0	2	10	0	—			2	10	0		39
3²	Pres.	–	–	–	–	–	1	0	10	10	1	10	0	16	0	0	3	10	6	—			3	10	6		40
2¹	Pres.	–	–	–	–	–	1	2	1	4	1	10	0	24	0	0	7	2	0	—			7	2	0	V.T.	41
1³	E.C.	–	–	–	1	–	2	1	3	10	1	10	0	35	16	8	3	5	0	—			3	5	0	A.	42
3²	R.C.	–	–	–	–	–	1	0	8	3	1	10	0	16	0	0	3	0	0	—			3	0	0	V.T.	43
3¹	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	19	0	0	2	10	9	—			2	10	9		44
3¹	R.C.	–	–	–	–	–	1	1	2	9	1	10	0	19	0	0	5	0	0	—			5	0	0		45
3¹	R.C.	–	–	–	–	–	1		—		1	10	0	17	0	0	3	0	0	—			[a]3	0	0		46
3²	R.C.	–	–	–	–	–	1	1	3	5	—			16	0	0	4	6	4	—			4	6	4	A.	47
–	R.C.	–	–	–	–	–	–	0	10	6	1	10	0	—			10	0	0	—			10	0	0	V.T.	48
2²	R.C.	–	–	–	–	–	1	0	18	4	1	10	0	10	0	0	2	12	0	—			2	12	0		49
3²	E.C.	–	–	–	–	–	1	0	7	10	1	10	0	16	0	0	4	0	0	—			4	0	0		50
3¹	R.C.	–	–	–	–	–	1	1	12	0	1	10	0	20	0	0	3	0	0	—			3	0	0		51
1³	R.C.	–	–	–	–	–	1	1	6	4	1	10	0	29	10	0	4	0	0	—			4	0	0		52
Prob.	Pres.	–	–	–	–	–	1		—		1	10	0	12	5	0	0	15	6	—			0	15	6		53
3²	R.C.	–	–	–	–	–	1	0	13	8	—			16	0	0	1	10	0	—			1	10	0		54
2²	R.C.	–	–	–	–	–	1	0	11	1	—			22	0	0	2	10	0	—			2	10	0		55

[a] Teacher dismissed by Board holds possession of school.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th Sept., 1855. Males.	Females.	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females.
56	3720	Magheracoolmoney,	Drumgivery,	25	20	45	26	20	46	29	25	1	–
57	3721	Aughavea,	Drumlone,	24	14	38	24	13	37	21	23	1*	–
58	3733	Magheracross,	Drumcullion,	25	7	32	22	9	31	18	18	1	–
59	3751	Templecarn,	Bow Island,	23	11	[a]34	15	22	[a]37	[a]20	[a]2.	1	–
60	3777	Enniskillen,	Glenn,	71	26	97	58	29	87	38	32	1*	–
61	3793	Cleenish,	Corryglass, West,	45	25	70	42	29	71	38	35	1*	–
62	3794	Aughavea,	Crieve,	25	18	43	30	18	48	23	36	1	–
63	3806	Derrybrusk,	Cappy,	–	–	[b]–	34	14	48	–	22	1	–
64	3861	Cleenish,	Carrick, Mod. Agri.	32	26	58	30	27	57	23	22	1	–
65	3864	Kinawley,	Derrymacausey,	45	22	67	43	27	70	30	30	1	–
66	3891	Derryvollen,	Lowtherstown. m.	53	–	53	56	–	56	30	16	1	–
67	3892	Do.	Do. f.	–	35	35	–	42	42	12	15	–	1
68	3915	Drumkeeran,	Aughagraffin,	44	21	65	47	20	67	48	39	1	–
69	3980	Kinawley,	Slieverussel, m.	87	–	87	83	–	83	33	47	1*	–
70	3981	Do.	Do. f.	–	52	52	–	68	68	19	17	–	1
71	4046	Aughavea,	Tressna,	38	30	68	32	34	66	30	34	1*	–
72	4144	Galloon,	Newtownbutler, f.	–	59	59	–	73	73	17	30	–	1
73	4173	Cleenish,	Lisbellaw, m.	51	–	51	56	–	56	29	25	1	–
74	4246	Derrybrusk,	Ballyreagh,	15	14	29	27	24	51	15	23	1	–
75	4283	Cleenish,	Lisbellaw, f.	–	31	31	–	44	44	16	17	–	1
76	4292	Aughalurcher,	Tyreghan,	51	35	86	44	41	85	33	35	1	–
77	4321	Kinawley,	Cornaleck,	33	21	54	27	27	54	25	25	1	–
78	4362	Innismacsaint,	Tullymore,	32	16	48	28	13	41	18	21	1	–
79	4386	Cleenish,	Holywell, f.	–	69	69	–	66	66	21	26	–	1
80	4387	Devenish,	Derrygonnelly, m.	49	7	56	41	8	49	30	25	1	–
81	4388	Do.	Do. f.	7	27	34	15	34	49	15	19	–	1*
82	4423	Enniskillen,	Carrowkeel,	61	32	93	51	34	85	31	32	1*	–
83	4425	Aughalurcher,	Ballindarragh,	30	22	52	37	20	57	26	27	1	–
84	4551	Drumkeeran,	Ednaveigh,	57	31	88	49	32	81	41	25	1*	–
85	4569	Cleenish,	Skea, Temporary m.	50	–	50	47	–	47	26	29	1*	–
86	4570	Do.	Do. f.	–	36	36	–	39	39	13	24	–	1*
87	4596	Derryvollen,	Drogan, f.	18	30	48	14	32	46	23	19	–	1
88	4635	Aughavea,	Tatnamona,	33	14	47	27	23	50	29	26	1*	–
89	4699	Belleek,	Ballymagaghran,	52	25	77	53	17	70	33	33	1*	–
90	4707	Innismacsaint,	Drumlisorleen,	50	15	65	50	14	64	22	25	1*	–
91	4708	Aughavea,	Edunagilhorn,	27	17	44	29	24	53	19	28	1	–
92	4717	Aughalurcher,	Lisnaskea,	44	26	70	57	35	92	26	38	1	–
93	4816	Enniskillen,	Tempo, m.	19	33	52	20	37	57	22	30	–	1*
94	4863	Drumkeeran,	Drumnaginahan,	32	24	56	17	24	41	31	31	1	–
95	4898	Kinawley,	Garvery, Drumderrig,	55	68	123	44	65	109	50	41	1*	–
96	4934	Clones,	Knockmackroney,	55	15	70	64	21	85	42	41	1	–
97	4965	Killesher,	Mulloughbawn,	55	52	107	43	50	93	50	50	1	–
98	4987	Kinawley,	Aughakillimaude,	56	48	104	52	41	93	33	35	1*	–
99	5179	Innismacsaint,	Aughmuldoney,	22	14	36	21	20	41	16	21	1	–
100	5452	Cleenish,	Corryglass,	33	30	63	37	20	57	37	28	1	–
101	5453	Do.	Rossdoney,	56	53	109	51	47	98	44	40	1	–
102	5468	Do.	Gortahurk,	39	27	66	54	31	85	25	35	1	–
103	5486	Galloon,	Feaugh,	41	30	71	40	36	76	27	32	1*	–
104	5583	Kinawley,	Carroo,	–	–	[b]–	39	29	68	–	30	1*	–
105	5584	Aughavea,	Coonian,	40	17	57	37	23	60	27	31	1	–
106	5667	Belleek,	Belleek,	58	31	89	52	38	90	33	36	1*	–
107	5668	Innismacsaint,	Roscor,	40	27	67	38	36	74	28	28	1	–
108	5706	Devenish,	Drumbeggan,	46	23	69	58	36	94	23	30	1	–
109	5763	Derryvollen,	Coolaness,	30	9	39	30	14	44	27	25	1	–
110	5784	Cleenish,	Belcoo,	34	30	64	39	36	75	24	27	1	–
111	5792	Devenish,	Rossinuremore,	31	14	45	34	17	51	25	23	1	–
112	5901	Aughavea,	Cornafanag,	22	16	38	22	16	38	16	21	1	–
113	5902	Killesher,	Arney,	41	35	76	40	40	80	20	29	1	–
114	5974	Innismacsaint,	Glen East,	35	16	51	35	28	63	20	25	1	–
115	6026	Do.	Shruanure,	42	30	72	48	31	79	40	35	1	–
116	6136	Derryvollen,	Fearney,	28	47	75	24	38	62	48	34	–	1
117	6166	Galloon,	Loughakillygreen,	50	32	82	46	33	79	35	30	–	1

[a] Taken from Inspector's reports.

[b] Closed this half-year.

on the 31st December, 1855.—Province of ULSTER: County of FERMANAGH—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3²	E.C.	–	–	–	–	–	1	0	15	10	—			16	0	0	5	0	0	—			5	0	0		56
2¹	E.C.	–	–	–	–	–	1	1	4	3	—			26	0	0	0	10	0	—			0	10	0		57
3¹	E.C.	–	–	–	–	–	1	1	12	3	—			19	0	0	0	11	6	1	0	3	1	11	9		58
3²	—	–	–	–	–	–	1	1	3	6	—			16	0	0	—			3	0	0	3	0	0		59
2²	R.C.	–	–	–	–	–	1	1	12	9	—			22	0	0	5	7	3	—			5	7	3		60
2²	R.C.	–	–	–	–	–	1	1	1	3	—			22	0	0	5	16	8	1	10	0	c7	6	8		61
3¹	R.C.	–	–	–	–	–	1	0	15	10	—			19	0	0	2	3	6	—			2	3	6		62
3²	R.C.	–	–	–	–	–	1	1	4	4	—			8	10	0	0	6	0	—			0	6	0		63
2²	Pres.	–	–	–	–	–	1	0	8	3	1	10	0	33	0	0	4	0	0	38	19	10	c42	19	10	V.T.	64
2²	R.C.	–	–	–	–	–	1	0	7	0	1	10	0	22	0	0	2	5	11	—			2	5	11		65
Prob.	Pres.	–	–	–	–	–	1	0	9	3	1	10	0	22	0	0	5	0	0	—			c5	0	0	V.C.	66
Prob.	Pres.	–	–	–	–	–	1	0	11	5	1	10	0	11	0	0	3	0	0	—			c3	0	0	V.C.	67
2²	R.C.	–	–	–	1	–	1	0	15	10	1	17	6	28	10	0	5	18	1	—			5	18	1	A.	68
2²	R.C.	–	–	–	–	–	1	0	18	8	—			22	0	0	1	10	6	—			1	10	6	V.T.	69
Prob.	R.C.	–	–	–	–	–	1	—			—			10	13	4	0	18	6	—			0	18	6		70
3¹	R.C.	–	–	–	–	–	1	1	15	9	—			22	0	0	9	5	0	—			9	5	0		71
3²	R.C.	–	–	–	–	–	1	0	6	0	—			11	0	0	2	6	5	—			2	6	5		72
3¹	E.C.	–	–	–	–	–	1	0	8	10	—			19	0	0	2	0	6	0	10	6	c2	11	0		73
3²	R.C.	–	–	–	–	–	1	0	13	6	—			16	0	0	1	17	3	—			1	17	3		74
Prob.	E.C.	–	–	–	–	–	1	0	10	6	1	10	0	11	0	0	1	16	0	—			1	16	0		75
3²	R.C.	–	–	–	–	–	1	1	19	0	1	10	0	19	15	0	3	0	0	8	7	11	11	7	11		76
3²	R.C.	–	–	–	–	–	1	0	16	4	1	10	0	16	0	0	2	1	6	—			2	1	6		77
Prob.	R.C.	–	–	–	–	–	1	1	4	0	1	10	0	10	13	4	0	14	6	—			0	14	6		78
3²	R.C.	–	–	–	–	–	1	0	5	0	1	10	0	15	0	0	1	9	6	—			1	9	6		79
3¹	R.C.	–	–	–	–	–	1	—			1	10	0	19	0	0	2	1	6	—			2	1	6		80
3²	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	1	8	6	—			1	8	6		81
2²	E.C.	–	–	–	–	–	1	2	1	10	1	10	0	22	0	0	1	11	4	—			1	11	4	V.C.	82
Prob.	E.C.	–	–	–	–	–	1	1	7	10	1	10	0	11	11	8	1	7	6	—			1	7	6	V.C.	83
3¹	E.C.	–	–	–	–	–	1	—			1	10	0	17	10	0	4	5	0	—			c4	5	0		84
2¹	R.C.	–	–	–	–	–	1	1	5	0	—			27	0	0	2	18	0	—			2	18	0		85
3²	R.C.	–	–	–	–	–	1	0	11	10	—			14	0	0	1	3	4	—			1	3	4		86
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	1	6	4	—			1	6	4		87
2²	E.C.	–	–	–	–	–	1	2	10	7	1	10	0	24	0	0	1	7	4	—			1	7	4		88
3¹	R.C.	–	–	–	–	–	1	0	6	6	2	9	6	19	0	0	0	6	0	—			0	6	0		89
3²	R.C.	–	–	–	–	–	1	0	14	7	1	10	0	16	0	0	3	0	0	—			3	0	0		90
3¹	Pres.	–	–	–	–	–	1	1	2	7	1	10	0	20	10	0	3	8	4	—			3	8	4		91
2¹	R.C.	–	–	–	–	–	1	2	2	10	1	10	0	24	0	0	4	2	4	—			4	2	4		92
2²	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	16	0	0	3	14	10	—			3	14	10		93
3²	R.C.	–	–	–	–	–	1	0	7	0	1	10	0	16	0	0	1	10	0	—			1	10	0		94
3¹	R.C.	–	–	–	–	1	2	1	1	11	1	10	0	26	6	8	5	18	0	—			5	18	0		95
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	24	0	0	3	1	11	—			3	1	11		96
—	R.C.	–	–	–	–	1	2	0	10	2	—			22	6	8	3	2	0	—			3	2	0		97
3¹	R.C.	–	–	–	–	–	1	1	0	0	—			19	0	0	4	0	0	1	0	0	5	0	0		98
3²	R.C.	–	–	–	–	–	1	0	11	6	—			10	7	6	0	9	0	—			0	9	0		99
Prob.	E.C.	–	–	–	–	–	1	1	19	10	—			12	10	0	3	6	6	—			3	6	6		100
3¹	R.C.	–	–	–	–	–	1	0	19	11	—			19	0	0	3	15	0	—			3	15	0		101
3²	R.C.	–	–	–	–	–	1	1	18	7	—			16	0	0	1	0	0	—			1	0	0		102
3¹	E.C.	–	–	–	–	–	1	1	15	4	—			20	10	0	5	5	0	—			5	5	0		103
3¹	R.C.	–	–	–	–	–	1	0	19	3	—			6	13	4	2	4	0	—			2	4	0		104
3¹	R.C.	–	–	–	–	–	1	0	8	19	—			19	0	0	4	5	6	—			4	5	0		105
3²	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	19	0	0	5	15	0	—			5	15	0		106
3¹	R.C.	–	–	–	–	–	1	0	18	10	1	10	0	19	0	0	1	1	6	—			1	1	6		107
Prob.	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	12	5	0	1	16	3	—			1	16	3		108
3²	R.C.	–	–	–	–	–	1	1	0	4	1	10	0	16	0	0	3	0	0	—			3	0	0		109
3¹	E.C.	–	–	–	–	–	1	0	8	0	—			24	16	8	22	10	0	6	0	0	28	10	0	V.C.	110
3¹	R.C.	–	–	–	–	–	1	0	11	9	1	10	0	10	13	4	0	11	0	—			0	11	0	V.C.	111
Prob.	E.C.	–	–	–	–	–	1	0	16	9	1	10	0	12	18	4	1	0	6	—			1	0	6		112
3²	R.C.	–	–	1	–	–	2	1	3	5	1	10	0	26	0	0	1	17	6	—			1	17	6		113
3²	R.C.	–	–	–	–	–	1	1	0	7	—			16	0	0	2	0	0	—			2	0	0		114
3¹	R.C.	–	–	1	–	–	2	1	3	2	—			27	0	0	0	9	6	0	16	0	c1	5	0		115
3²	R.C.	–	–	–	–	–	1	0	10	7	—			14	0	0	1	0	0	—			1	0	0		116
3²	E.C.	–	–	–	–	–	1	0	12	1	—			14	0	0	3	9	3	—			3	9	3		117

c Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
118	6239	Aughalurcher,	Maguire's Bridge,	93	–	93	83	–	83	31	29	1*	–
119	6264	Cleenish,	Mullaghmore,	53	30	83	52	30	82	30	35	1	–
120	6401	Kinawley,	Drummanymore,	41	22	63	45	35	80	35	30	1	–
121	6493	Drumkeeran,	Drumskinny,	63	38	101	49	41	90	39	30	1*	–
122	6526	Aughalurcher,	Maguire's Bridge, f.	–	62	62	–	75	75	19	25	–	1
123	6572	Templecarn,	Townavany,	35	30	65	48	42	90	44	45	1	–
124	6645	Kinawley,	Derrylin, f.	–	87	87	–	75	75	23	27	–	1
125	6879	Clones,	Mullinvam,	44	27	71	52	30	82	29	31	1	–
126	6880	Boho,	Treel,	38	36	74	56	40	96	16	42	1	–
127	6913	Rossory,	Ashwood,	41	29	70	69	35	104	29	62	1	–
128	6932	Innismacsaint,	Coranerk,	33	23	56	19	22	41	20	21	1	–
129	6999	Magheracoolmoney,	Moneyvrice, f.	29	30	59	36	36	72	31	35	–	1
130	7080	Clones,	Dresternan,	45	18	63	47	21	68	36	34	1	–
131	7257	Galloon,	Derriginnady,	–	–	[a]–	31	30	61	–	37	1	–
132	7307	Aughavea,	Brookboro',	–	–	–	–	–	[a]–	–	–	1	–
			Total in Fermanagh,	5,254	3,364	8,618	5,254	3,801	9,055	3,647	3,861	113	18

COUNTY OF

1	292	Ardtrea,	Ballymulderg,	20	19	39	21	22	43	20	25	1	–
2	293	Do.	Ballindrum,	48	33	81	35	25	60	28	28	1*	–
3	294	Ballinascreen,	Straw,	62	36	98	53	35	88	50	41	1*	–
4	296	Do.	Draperstown, f.	–	47	47	–	57	57	35	35	–	1
5	303	Cumber, Lower,	Lower Cumber,	50	40	90	45	47	92	35	44	1*	–
6	306	Errigal,	Magheramore,	57	30	87	42	35	77	37	34	1*	–
7	308	Desertmartin,	Knocknagin,	16	6	22	15	7	22	22	22	1	–
8	311	Killowen,	Cranagh Hill,	48	23	71	56	38	94	43	48	1*	–
9	312	Errigal,	Lisnacreagh,	65	30	95	57	24	81	38	34	1*	–
10	314	Glendermott,	Glendermott, m.	49	–	49	53	–	53	30	29	1*	–
11	318	Kilcronaghan,	Monashinare,	45	12	57	38	14	52	29	28	1	–
12	319	Do.	Bracka Rowley,	35	19	54	21	19	40	23	21	1	–
13	323	Magherafelt,	Drumreany,	55	28	83	46	31	77	48	39	1	–
14	324	Templemore,	St. Columbs, m.	148	–	148	167	–	167	64	70	1	–
15	325	Do.	Do. f.	–	78	78	–	102	102	39	52	–	1
16	327	Tamlaghtard Magiligan,	Ballynacleary,	73	55	128	70	60	130	43	45	1*	–
17	1159	Tamlaght Finlagan,	Ballynarrig,	42	19	61	29	21	50	35	31	1	–
18	1160	Do.	Carrymena,	27	23	50	–	–	[c]–	24	–	1	–
19	1195	Ardtrea,	Anahorish,	68	39	107	86	54	140	60	63	1	–
20	1369	Templemore,	Shantallagh, m.	29	–	29	39	–	39	15	19	1	–
21	1371	Maghera,	Maghera,	70	40	110	73	27	100	50	42	1	–
22	1372	Tamlaght O'Crilly,	Glennone, m.	56	–	56	52	–	52	29	25	1	–
23	1487	Do.	Do. f.	–	43	43	–	39	39	20	20	–	1
24	1570	Templemore,	Molenan, m.	40	2	42	46	2	48	19	23	1	–
25	1571	Do.	Do. f.	–	25	25	–	41	41	11	15	–	–
26	1604	Glendermott,	Glendermott, f.	–	34	34	–	44	44	24	26	–	1
27	1784	Ballinascreen,	Altayeskey,	77	–	77	38	–	38	36	24	1*	–
28	1801	TamlaghtO'Crilly	Greenlough,	60	42	102	52	49	101	35	35	1*	–
29	1802	Glendermott,	Waterside, m.	73	–	73	88	–	88	42	48	1*	–
30	1809	Ballyscullion,	Ballynease, m.	115	–	115	101	2	103	31	22	1	–
31	1810	Banagher,	Moneyhaughen, m.	100	–	100	54	–	54	48	26	1*	–
32	1816	Glendermott,	Rosnagallagh,	34	28	62	35	25	60	30	29	–	1
33	1941	Boveva,	Burnfoot,	51	29	80	55	32	87	41	43	1	–
34	2058	Do.	Muldoney,	42	20	62	15	28	43	24	16	1	–
35	2059	Maghera,	Dreenan, m.	70	–	70	76	–	76	41	34	1*	–
36	2135	Killyleagh,	Tirkane,	109	50	159	75	54	129	70	54	1*	–
37	2256	Tamlaght Finlagan,	Crindle,	32	31	63	40	39	79	35	45	1	–

[a] Not taken into connexion until after this date. [b] Residence rent free for teacher. * Closed this half-year.

on the 31st December, 1854.—Province of ULSTER: County of FERMANAGH—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1[3]	R.C.	–	–	–	–	–	1	0	5	4	—			28	10	0	2	10	0	—			2	10	0		118
3[2]	R.C.	–	–	–	–	–	1	0	16	9	—			12	10	0	1	5	0	—			1	5	0		119
Prob.	R.C.	–	–	–	–	–	1	1	2	7	—			16	0	0	0	10	0	0	11	0	1	1	0		120
2[2]	R.C.	–	–	–	–	–	1	1	9	5	1	10	0	22	0	0	2	5	0	—			2	5	0		121
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	14	15	0	1	4	4	—			1	4	4		122
Prob.	E.C.	–	–	–	–	–	1	3	1	0	1	10	0	14	11	8	6	0	0	—			6	0	0		123
Prob.	R.C.	–	–	–	–	–	1	0	10	2	1	10	0	11	0	0	2	2	8	0	6	0	2	8	8		124
Prob.	R.C.	–	–	–	–	–	1	—			—			12	10	0	2	0	0	—			2	0	0		125
Prob.	R.C.	–	–	–	–	–	1	0	13	0	—			9	10	0	2	0	0	—			2	0	0		126
3[2]	R.C.	–	–	–	–	1	2	1	10	10	—			20	6	8	8	0	8	—			8	0	8		127
Prob.	R.C.	–	–	–	–	–	1	0	17	5	—			12	10	0	1	16	5	—			1	16	5		128
3[1]	R.C.	–	–	–	–	–	1	1	4	5	—			11	0	0	7	2	0	—			7	2	0		129
Prob.	E.C.	–	–	–	–	–	1	1	13	1	—			12	10	0	4	0	0	—			4	0	0		130
2[2]	R.C.	–	–	–	–	–	1	1	2	9	4	10	0	6	5	0	12	0	0	1	0	0	13	0	0		131
3[2]	R.C.	–	–	–	–	–	1	—			4	0	0	—			3	0	0	—			3	0	0		132
				5	5	3	144	124	6	1	107	14	6	2,397	17	6	410	10	2	71	3	6	481	13	8		

LONDONDERRY—172 Schools.

3[2]	R.C.	–	–	–	–	–	1	0	18	8	—			16	0	0	2	0	0	—			2	0	0		1
3[1]	Pres.	–	–	–	–	–	1	1	13	1	—			19	0	0	2	17	0	—			2	17	0		2
1[2]	R.C.	–	–	1	–	–	2	2	14	2	—			44	10	0	7	11	0	—			7	11	0	V.T.	3
2[3]	R.C.	–	–	–	–	–	1	0	14	3	—			17	5	0	3	0	0	—			3	0	0		4
3[1]	R.C.	–	–	1	1	–	3	1	13	5	—			33	6	8	9	8	4	—			[b]9	8	4		5
2[2]	R.C.	–	–	–	–	–	1	2	15	0	—			22	0	0	1	0	0	9	0	0	10	0	0		6
3[2]	R.C.	–	–	–	–	–	1	0	10	3	—			16	0	0	5	1	6	—			5	1	6	V.T.	7
1[3]	Pres.	–	–	–	–	–	1	1	7	1	—			28	10	0	8	0	0	15	0	0	23	0	0		8
1[3]	R.C.	–	–	–	–	–	1	—			—			28	10	0	0	18	0	12	0	0	12	18	0		9
2[1]	R.C.	–	–	–	–	–	1	0	7	8	—			17	13	4	3	6	11	—			3	6	11		10
3[2]	R.C.	–	–	–	–	–	1	0	17	8	—			16	0	0	4	10	0	1	0	0	5	10	0		11
3[1]	Pres.	–	–	–	–	–	1	0	12	1	—			15	0	0	1	16	3	—			1	16	3		12
3[2]	E.C.	–	–	–	–	–	1	1	19	6	—			16	0	0	6	0	10	—			6	0	10		13
3[1]	R.C.	1	–	–	–	–	2	1	9	11	—			31	10	0	4	17	1	10	0	0	[b]14	17	1		14
Prob.	R.C.	1	–	–	–	–	2	0	10	9	—			27	0	0	5	14	8	—			[b]5	14	8		15
1[3]	R.C.	–	–	–	–	–	1	1	8	5	—			28	10	0	2	11	7	1	5	0	3	16	7		16
3[1]	Pres.	–	–	–	–	–	1	1	12	11	—			19	0	0	2	8	11	3	16	0	6	4	11	V.T.	17
Prob.	E.C.	–	–	–	–	–	1	—			—			10	5	0	2	12	0	—			2	12	0		18
2[2]	R.C.	–	–	–	–	–	1	0	16	2	—			22	0	0	4	18	1	0	12	6	5	10	7	V.T.	19
Prob.	R.C.	–	–	–	–	–	1	0	13	8	—			12	3	4	1	9	4	5	0	0	6	9	4	V.T.	20
2[2]	R.C.	–	–	–	–	–	1	0	10	3	1	17	6	22	0	0	3	0	0	5	0	0	8	0	0	V.T.	21
3[2]	R.C.	–	–	–	–	–	1	0	16	5	1	10	0	12	10	0	1	16	2	—			1	16	2	VT	22
2[2]	R.C.	–	–	–	–	–	1	0	12	4	1	10	0	18	10	0	1	10	4	—			1	10	4	VT	23
3[2]	R.C.	–	–	–	–	–	1	0	10	1	1	10	0	16	0	0	1	7	2	—			1	7	2	VT	24
–	R.C.	–	–	–	–	–	–	—			1	10	0	[d]—			0	12	0	—			0	12	0	VT	25
2[2]	R.C.	–	–	–	–	–	1	—			1	10	0	17	5	0	2	16	11	—			2	16	11		26
1[3]	R.C.	–	–	–	–	–	1	1	1	0	—			28	10	0	3	15	8	—			3	15	8	V.T.	27
3[2]	R.C.	–	–	1	–	–	2	0	6	0	1	10	0	24	0	0	3	10	0	—			3	10	0	V.T.	28
3[1]	R.C.	–	–	–	–	–	1	1	11	7	1	10	0	19	0	0	11	16	0	5	0	0	16	16	0	V.T.	29
3[1]	R.C.	–	–	–	–	–	1	0	17	9	—			19	0	0	3	12	0	—			3	12	0	V.T.	30
1[3]	R.C.	–	–	–	–	–	1	0	14	6	—			28	10	0	4	16	2	—			4	16	2	V.T.	31
3[2]	R.C.	–	–	–	–	–	1	0	15	6	—			15	0	0	2	12	10	10	0	0	[b]12	12	10	V.T.,B.	32
3[1]	E.C.	–	–	–	–	–	1	2	3	6	—			19	0	0	6	4	2	—			6	4	2		33
3[2]	R.C.	–	–	–	–	–	1	1	0	7	1	10	0	16	0	0	1	14	9	—			1	14	9	V.T.	34
2[1]	R.C.	–	–	–	–	–	1	1	4	11	1	10	0	24	10	0	2	0	0	—			2	0	0	V.T.,B.	35
1[3]	R.C.	–	–	1	–	–	2	1	18	0	1	17	6	39	0	0	6	5	0	5	0	0	11	5	0	V.T.	36
3[1]	Pres.	–	–	–	–	–	1	1	18	8	—			20	10	0	7	7	4	—			7	7	4		37

[d] No salary paid for 1855; dismissed teacher in possession.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
38	2343	Banagher,	Moneyhaugheu, f.	–	46	46	–	48	48	22	24	–	1*
39	2363	Macosquin,	Castleroe,	28	27	55	23	32	55	37	34	1*	–
40	2380	TamlaghtO'Crilly	Drumagarner, m.	57	–	57	55	–	55	22	23	1	–
41	2422	Maghera,	Lisnamuck,	77	–	77	67	–	67	24	21	1	–
42	2486	TamlaghtO'Crilly	Drumagarner, f.	–	63	63	–	69	69	22	27	–	1*
43	2488	Maghera,	Dreenan, f.	–	76	76	–	52	52	36	31	–	1
44	2524	Tamlaght Finlagan,	Dromore,	45	23	68	42	19	61	42	35	1	–
45	2549	Templemore,	Great James'-street, f.	–	59	59	–	82	82	23	38	–	1*
46	2558	Maghera,	Gulladuff,	66	22	88	38	27	65	45	35	1	–
47	2595	Macosquin,	Camus,	35	17	52	25	18	43	27	30	1	–
48	2596	TamlaghtO'Crilly	Reastown,	43	35	78	37	27	64	25	25	1*	–
49	2598	Ballyrashane,	Ballyrashane,	27	34	*61	27	34	*61	*31	*31	1	–
50	2599	Dunboe,	Killevetty,	54	32	86	44	30	74	40	31	1	–
51	2600	Do.	Ballinrees, No. 1,	42	36	78	39	32	71	39	34	1	–
52	2601	Macosquin,	Killure,	37	19	56	37	18	55	28	29	1*	–
53	2603	Aghadowey,	Ring's End,	71	48	119	58	52	110	47	41	1*	–
54	2606	Ardtrea,	Ballynenagh,	43	21	64	46	27	73	26	36	1*	–
55	2607	Aghadowey,	Collins,	57	31	88	54	33	87	45	45	1*	–
56	2608	Do.	Aghadowey,	53	30	83	37	28	65	35	39	1	–
57	2609	Do.	Killeague,	63	26	89	52	26	78	46	38	1*	–
58	2610	Do.	Milltown, No. 1,	76	–	76	63	–	63	35	38	1*	–
59	2611	Do.	Droghead,	68	11	79	44	15	59	42	33	1*	–
60	2612	Desertoghill,	Trinaltinagh,	43	17	60	30	25	55	28	26	1	–
61	2613	Aghadowey,	Mullahinch,	72	45	117	39	49	88	49	53	1	–
62	2664	Errigal,	Belraugh, f.	87	36	123	51	47	98	25	17	–	1*
63	2665	Magherafelt,	Aughagaskin,	58	34	92	59	38	97	44	36	1*	–
64	2666	Coleraine,	Damhead,	35	33	68	40	40	80	18	29	–	1*
65	2667	Do.	Tullands,	33	20	53	18	24	42	21	25	–	1
66	2668	Desertoghill,	Ballyagan,	32	13	45	54	33	87	33	46	1*	–
67	2684	Templemore,	Race Course,	68	38	106	68	49	117	53	66	1*	–
68	2685	Do.	Derry, m.	61	–	61	85	–	85	39	48	1*	–
69	2686	Do.	Do. f.	2	60	62	8	63	71	43	40	–	1*
70	2692	Desertoghill,	Moneydig,	25	26	51	25	35	60	30	29	1	–
71	2693	Kilcronaghan,	Killynumber,	30	31	61	19	29	48	31	19	–	1
72	2780	Glendermott,	Lisdillon,	14	20	34	14	14	28	21	19	1	–
73	2891	Maghera,	Lisnamuck, f.	–	60	60	–	61	61	18	36	–	1
74	2892	Ballywillan,	Cloyfin,	32	28	60	23	25	48	30	28	1	–
75	2895	Maghera, or Termoneeny,	Lemnaroy, m.	69	–	69	54	–	54	36	32	1*	–
76	2896	Do.	Do. f.	–	88	88	–	95	95	19	29	–	1*
77	2946	Termoneeny,	Derganagh,	24	18	42	21	24	45	25	24	1	–
78	2947	Macosquin,	Cullyvenny,	46	17	63	23	18	41	33	20	1	–
79	2950	Drumachose,	Market-street,	33	31	64	35	33	68	49	51	1	–
80	3010	Aghadowey,	Ballinrees, No. 2,	30	14	44	26	19	45	23	26	1*	–
81	3099	Magherafelt,	Magherafelt,	22	38	60	25	34	59	30	30	–	1*
82	3100	Templemore,	Groarty,	16	22	38	28	28	56	15	24	1	–
83	3208	Magherafelt,	Castledawson,	61	27	88	62	28	90	50	52	1	–
84	3279	Glendermott,	Waterside, f.	–	61	61	–	80	80	29	34	–	1
85	3286	Ballyscullion,	Bellaghy,	56	37	93	50	32	82	49	39	1	–
86	3318	Ardtrea,	Loup,	38	32	70	52	49	101	34	46	1*	–
87	3358	Kilcronaghan,	Braca, Lislea,	47	38	*85	43	33	*76	54	40	1	–
88	3381	Coleraine,	Coleraine, workhouse,	45	47	92	50	45	95	67	79	1*	1*
89	3397	Ballinascreen,	Labbey,	36	26	62	27	15	42	20	14	1	–
90	3416	Dunboe,	Altikeeragh,	41	51	92	33	52	85	55	45	1*	–
91	3472	Do.	Ballyhackett, m.	67	–	67	57	–	57	33	26	1*	–
92	3473	Do.	Do. f.	–	57	57	–	53	53	31	31	–	1*
93	3538	Ardboe,	Ballygonny,	49	28	77	47	24	71	35	31	1	–
94	3646	Faughanvale,	Greenan,	44	17	61	32	27	59	30	28	1	–
95	3738	Aghadowey,	Cullycapple, f.	–	71	71	–	89	89	48	62	–	1*
96	3750	Coleraine,	Bohill,	44	36	80	45	53	98	40	56	1*	–
97	3770	Drumachose,	Marketplace,	69	55	124	69	61	130	63	74	1*	–
98	3778	Ballyscullion,	Glenvale,	49	22	71	42	32	74	25	39	1	–

* Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER: County of LONDONDERRY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1st	R.C.	–	–	–	–	–	1	0	14	4	—			22	10	0	2	1	1	—			2	1	1	V.T.	38
3d	Pres.	–	–	–	–	–	1	0	16	2	—			19	0	0	2	8	8	37	0	0	39	8	8		39
2d	R.C.	–	–	–	–	–	1	1	3	5	1	10	0	25	0	0	2	15	0	—			2	15	0	V.T.	40
3d	R.C.	–	–	–	–	–	1	0	10	5	1	10	0	21	6	8	2	0	0	2	10	0	4	10	0	V.T.	41
2d	R.C.	–	–	–	–	–	1	0	10	0	1	10	0	21	0	0	2	13	0	—			2	13	0	V.T.	42
2d	R.C.	–	–	–	–	–	1	—			1	10	0	19	10	0	1	10	0	—			1	10	0	V.T.,S.	43
2d	Pres.	–	–	–	–	–	1	1	17	3	—			18	0	0	3	3	6	4	0	0	7	3	6		44
1st	Pres.	–	–	–	–	–	1	0	13	11	—			25	10	0	2	0	0	15	0	0	17	0	0		45
Prob.	R.C.	–	–	–	–	–	1	2	16	0	—			12	10	0	6	8	6	—			6	8	6		46
3d	Pres.	–	–	–	–	–	1	1	1	5	—			22	6	8	1	13	0	—			1	13	0		47
2d	Pres.	–	–	–	–	–	1	0	15	1	—			23	0	0	2	5	7	—			2	5	7		48
3d	Pres.	–	–	–	–	–	1	1	7	0	—			21	0	0	1	10	0	—			1	10	0		49
3d	Pres.	–	–	–	–	–	1	0	6	0	—			16	0	0	4	2	6	10	0	0	14	2	6		50
3d	Pres.	–	–	–	–	–	1	0	6	0	—			16	0	0	5	1	2	—			5	1	2		51
3l	Pres.	–	–	–	–	–	1	1	0	8	—			19	0	0	2	17	6	6	0	0	8	17	6		52
3l	Pres.	–	–	–	–	–	1	1	19	0	—			19	0	0	6	0	0	—			6	0	0		53
3l	Pres.	–	–	–	1	–	2	3	2	5	—			21	6	8	7	9	7	—			[b]7	9	7		54
2l	Pres.	–	–	–	–	–	1	0	17	3	—			24	0	0	6	0	0	14	0	0	20	0	0		55
3d	Pres.	–	–	–	–	–	1	1	10	9	1	10	0	16	0	0	4	16	0	8	0	0	12	16	0		56
1st	Pres.	–	–	–	–	–	1	2	13	1	—			28	10	0	5	15	0	12	0	0	17	15	0		57
2l	Pres.	–	–	–	–	–	1	2	14	2	—			22	3	4	5	0	0	9	0	0	14	0	0		58
2d	Pres.	–	–	–	1	–	2	1	8	0	—			27	16	8	5	0	0	9	0	0	14	0	0		59
3d	Pres.	–	–	–	–	–	1	2	6	9	—			16	0	0	4	0	0	12	0	0	16	0	0		60
2d	Pres.	–	–	–	–	–	1	1	16	0	—			22	0	0	5	0	0	11	16	0	16	16	0		61
2l	Pres.	–	–	–	–	–	1	0	11	4	—			19	10	0	4	0	0	—			4	0	0		62
2l	Pres.	–	–	–	–	–	1	1	19	8	—			25	0	0	8	1	7	—			8	1	7		63
2d	Pres.	–	–	–	–	–	1	1	1	7	—			18	0	0	2	10	11	—			2	10	11		64
3d	Pres.	–	–	–	–	–	1	—			—			11	0	0	—			2	1	8	2	1	8		65
2l	Disst.	–	–	–	–	–	1	4	19	5	—			17	18	4	5	5	5	12	0	0	17	5	5		66
1l	Pres.	–	–	1	–	–	2	1	18	4	—			45	16	8	14	16	6	—			[b]14	16	6		67
1st	Pres.	–	–	–	1	–	2	8	4	6	—			27	8	4	14	16	10	20	0	0	34	16	10		68
1st	Pres.	–	–	–	–	1	2	0	10	0	—			25	15	0	—			—			—				69
3l	E.C.	–	–	–	–	–	1	—			—			20	10	0	0	10	0	—			0	10	0		70
3d	Pres.	–	–	–	–	–	1	0	2	7	—			16	0	0	1	15	1	—			1	15	1		71
3d	E.C	–	–	–	–	–	1	—			1	10	0	16	0	0	3	17	2	—			3	17	2	A.	72
2l	R.C.	–	–	–	–	–	1	0	10	6	1	10	0	19	10	0	—			—			—			V.T.	73
3l	Pres.	–	–	–	–	–	1	0	12	7	1	10	0	23	0	0	2	9	6	0	15	0	3	4	6		74
2d	R.C.	–	–	–	–	–	1	1	19	6	1	10	0	22	0	0	5	6	5	—			5	6	5	A.	75
3l	Pres.	–	–	–	–	–	1	1	15	4	1	10	3	18	18	4	3	19	0	—			3	19	0	A.	76
3d	E.C.	–	–	–	–	–	1	0	10	3	1	10	0	16	0	0	3	19	1	—			3	19	1		77
Prob.	Pres.	–	–	–	–	–	1	0	14	6	1	10	0	10	13	4	4	0	0	—			4	0	0		78
2l	Pres.	–	–	1	–	–	2	2	1	5	1	17	6	26	6	8	35	10	0	—			35	10	0		79
2d	E.C.	–	–	–	–	–	1	1	0	10	1	10	0	22	0	0	1	4	5	2	0	0	3	4	5		80
2l	R.C.	–	–	–	–	–	1	0	12	4	1	10	0	19	10	0	3	10	0	—			3	10	0		81
2l	Pres.	–	–	–	–	–	1	1	8	4	1	10	0	24	0	0	3	8	9	10	0	0	13	8	9		82
2d	R.C.	–	–	–	–	–	1	3	5	9	1	17	6	22	0	0	10	11	4	—			10	11	4		83
3l	R.C.	–	–	–	–	–	1	0	10	7	1	10	0	16	0	0	2	19	1	5	0	0	7	19	1	V.T.	84
3d	R.C.	–	–	–	–	–	1	2	0	6	1	17	6	16	0	0	9	12	6	—			9	12	6		85
2d	R.C.	–	–	–	–	–	1	1	12	6	1	10	0	22	0	0	6	0	3	—			6	0	3		86
3d	R.C.	–	–	1	–	–	2	0	3	6	1	10	0	24	0	0	10	5	6	2	2	6	12	8	0		87
Prob.	Pres.	–	–	–	–	–	2	1	13	5	1	17	6	—			—			—			—				88
3d	R.C.	–	–	–	–	–	1	0	14	5	1	10	0	16	0	0	6	0	0	—			6	0	0		89
3l	R.C.	–	–	1	–	–	2	0	10	4	1	17	6	30	13	4	—			3	0	0	3	0	0		90
2d	Pres.	–	–	–	–	–	1	1	8	9	1	10	0	22	0	0	2	10	0	10	0	0	12	10	0		91
3l	Pres.	–	–	–	–	–	1	0	19	1	1	10	0	16	0	0	2	2	10	8	0	0	10	2	10		92
2d	R.C.	–	–	–	–	–	1	2	8	11	1	10	0	22	0	0	5	0	0	—			5	0	0		93
3l	Pres.	–	–	–	–	–	1	0	13	11	—			19	0	0	4	2	2	4	0	0	8	2	2		94
1l	Pres.	–	–	–	–	1	2	1	5	10	—			34	3	4	3	13	9	18	0	0	[b]21	13	9		95
2d	Pres.	–	–	1	–	–	2	1	18	0	—			30	13	4	—			—			[b] —				96
2l	R.C.	–	–	1	–	–	2	4	5	1	—			32	6	8	10	1	9	—			10	1	9		97
Prob.	Pres.	–	–	–	–	–	1	1	15	0	1	10	0	11	11	8	5	0	0	—			5	0	0		98

[b] Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No.	
				Males.	Females	Total.	Males	Females	Total.			Males.	Females
99	3782	Faughanvale,	Faughanvale,	44	31	75	24	29	53	37	30	1*	–
100	3867	Banagher,	Fincarn, m.	85	–	85	100	–	100	35	31	1*	–
101	3868	Do.	Do. f.	–	76	76	1	96	97	27	30	–	1
102	3869	Macosquin,	Kiltinny,	42	19	61	34	17	51	58	42	1	–
103	3881	Glendermot,	Derry, workhouse,	89	111	200	51	64	115	121	93	1	1
104	3893	Ardtrea,	Warwick Lodge,	48	20	68	46	31	77	33	37	1*	–
105	3894	Killyleagh,	Corlecky,	76	45	121	80	55	135	29	34	1*	–
106	3987	Killowen,	Killowen-st.,Coleraine	44	–	44	50	–	50	21	29	1*	–
107	4145	Boveva,	Ballyhargan,	43	30	73	35	26	61	40	32	1*	–
108	4146	Dysartlynn,	Gortagillie,	45	21	66	35	23	58	28	30	1	–
109	4147	Dungiven,	Cashel, m.	48	–	48	98	–	98	24	19	1	–
110	4148	Ballinascreen,	Bracca, Dysart,	64	26	90	49	24	73	43	27	1	–
111	4191	Desertoghill,	Drummene,	63	64	127	53	58	111	31	25	1*	–
112	4225	Macosquin,	Ballinteer,	43	36	79	33	34	67	35	35	1	–
113	4234	Tamlaght Finlagan,	Corndale,	32	9	[b]41	18	11	[b]29	[b]29	[b]27	1	–
114	4269	Coleraine,	Coleraine, m.	80	–	80	67	–	67	33	36	1*	–
115	4322	Dungiven,	Cashel, f.	–	19	19	–	75	75	10	16	–	1
116	4356	TamlaghtO'Crilly	Tyanee, West,	77	56	133	73	56	129	30	25	1	–
117	4377	Maghera,	Tubberhead,	44	28	72	48	29	77	39	30	1	–
118	4384	Ballyscullion,	Ballynease, f.	–	42	42	–	56	56	19	16	–	1
119	4385	Teemoneeny,	Ballynahone,	63	27	90	60	31	91	35	39	1*	–
120	4395	Coleraine,	Coleraine, f.	–	50	50	–	56	56	30	31	–	1*
121	4407	Drumachose,	Roe Mill,	24	30	54	29	36	65	26	39	–	1
122	4636	Ballinascreen,	Moneyneanea,	–	–	[d]–	88	54	142	–	64	1*	–
123	4673	Drumachose,	Newtownlimavady, m.	62	–	62	62	–	62	41	40	1*	–
124	4674	Errigal,	Glenullin,	40	26	66	19	15	34	26	22	1*	–
125	4709	Dungiven,	Tirgoland,	24	13	37	27	20	47	26	28	1	–
126	4718	Ballinascreen,	Draperstown, m.	60	–	60	46	–	46	33	30	1	–
127	4804	Killowen,	Killowen-street, f.	–	73	73	–	76	76	26	30	–	1*
128	4890	Drumachose,	Newtownlimavady, f	–	58	58	–	61	61	37	39	–	1
129	5005	Macosquin,	Letterloan,	16	16	32	14	17	31	20	20	1	–
130	5021	Lissan,	Dernin,	40	30	70	39	28	67	30	30	1	–
131	5042	Glendermott,	Lisnacarroll,	68	24	92	62	34	96	54	59	1	–
132	5099	Macosquin,	Ballywilliam,	23	16	39	21	17	38	23	21	1*	–
133	5180	Magherafelt,	Magherafelt, No. 2, m.	48	–	48	42	–	42	38	31	1	–
134	5246	Ballinderry,	Ballylifford,	59	35	94	68	51	119	40	48	1*	–
135	5292	Aughanloo,	Killybready,	47	14	61	33	23	56	31	34	1	–
136	5431	Dungiven,	Dungiven,	58	–	58	39	–	39	20	13	1	–
137	5496	Cumber, Upper,	Glenrandle, m.	54	–	54	35	–	35	28	13	1*	–
138	5497	Do.	Do. f.	–	35	35	–	33	33	25	21	–	1*
139	5525	Maghera,	Maghera, f.	11	16	27	12	15	27	20	20	–	1*
140	5538	Lissan,	Claggin,	105	73	178	94	84	178	39	34	1	–
141	5550	Boveva,	Dernaflaw,	64	34	98	51	31	82	60	51	1*	–
142	5553	Banagher,	Straid,	32	26	58	24	22	46	33	25	1	–
143	5618	Killowen,	Coleraine D. Mod., m.	65	–	65	60	–	60	31	43	1*	–
144	5619	Do.	Do. f.	–	56	56	–	69	69	36	51	–	1*
145	5620	Do.	Do. i.	27	15	42	25	21	46	23	28	–	1*
146	5676	Ballinascreen,	Altayeskey, f.	–	59	59	–	43	43	29	18	–	1
147	5707	Tamlaghtard Magiligan,	Gortmore,	32	24	56	32	25	57	30	31	1	–
148	5742	TamlaghtO'Crilly	Dromard,	50	31	81	50	28	78	39	30	1*	–
149	5764	Balteagh,	Drumgarney,	25	28	53	25	27	52	28	29	1	–
150	5809	Ballywillan,	Cornalridge,	37	30	67	22	48	70	36	40	1	–
151	5827	Errigal,	Garvagh,	32	16	48	26	17	43	39	28	1*	–
152	5828	Magherafelt,	Magherafelt, No. 2, f.	8	42	50	6	43	49	38	34	–	1*
153	5856	Dungiven,	Dungiven, f.	–	52	52	13	65	78	21	29	–	1*
154	5878	Banagher,	Templemoyle,	40	30	70	26	25	51	38	24	1	–
155	5891	Templemore,	GreatJames'-street,m.	18	–	18	–	–	[d]–	12	–	1*	–
156	6152	Kilcronaghan,	Tubbermore, f.	–	52	52	–	61	61	34	33	–	1
157	6167	Banagher,	Magheramore, No.2,	25	30	55	34	40	74	30	30	1*	–
158	6168	Templemore,	St. Columb's, No. 2, f.	–	549	549	–	533	533	228	282	–	3
159	6282	Do.	Culmore,	39	28	67	43	31	74	41	50	1	–

[a] House and land rent free.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of Ulster: County of Londonderry—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	R.C.	–	–	–	–	–	1	1	16	10	—			24	0	0	3	4	7	—			3	4	7		99
1[1]	R.C.	–	–	–	–	–	1	2	5	6	—			41	0	0	3	7	0	5	0	0	8	7	0		100
3[1]	Pres.	–	–	–	–	–	1		—		—			16	0	0	1	2	8	5	0	0	6	2	8		101
Prob.	E.C.	–	–	–	–	–	1	1	6	0	1	10	0	10	13	4	4	9	0	—			4	9	0		102
3[1] / Prob.	E.C. / E.C.	–	–	–	–	–	2	6	7	9	—			—			—			—			—				103
3[1]	R.C.	–	–	–	–	–	1	1	1	6	—			19	0	0	5	18	6	—			5	18	6	v.t.	104
3[1]	R.C.	–	–	–	–	–	1	1	2	8	1	10	0	19	0	0	3	0	0	—			3	0	0	v.t.	105
3[1]	R.C.	–	–	–	–	–	1	1	2	4	1	10	0	19	0	0	—			12	10	0	12	10	0	v.t., b.	106
2[1]	E.C.	–	–	–	–	–	1	0	16	0	—			24	0	0	3	1	10	—			3	1	10		107
3[1]	Disst.	–	–	–	–	–	1	2	2	9	—			19	0	0	6	13	4	—			[a]6	13	4		108
Prob.	R.C.	–	–	–	–	–	1	2	9	7	1	10	0	9	15	0	1	8	1	5	0	0	6	8	1		109
3[1]	R.C.	–	–	–	–	–	1	1	3	2	—			19	0	0	3	0	0	—			3	0	0		110
3[2]	E.C.	–	–	–	–	–	1		—		—			16	0	0	2	0	6	—			2	0	6	A.	111
3[1]	Pres.	–	–	–	–	–	1	1	2	2	—			19	0	0	2	10	3	10	0	0	12	10	3		112
Prob.	Pres.	–	–	–	–	–	1		—		—			5	10	0		—			—		[c]—				113
2[2]	R.C.	–	–	–	–	–	1	1	13	9	1	10	0	22	0	0	2	18	11	12	0	0	14	18	11		114
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	7	13	4	0	19	0	5	0	0	5	19	0		115
3[1]	E.C.	–	–	–	–	–	1	0	15	0	—			20	10	0	2	2	1	—			2	2	1		116
3[2]	Pres.	–	–	–	–	–	1	1	5	7	—			16	0	0	3	7	6	—			3	7	6		117
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	9	0	0	1	2	8	—			1	2	8		118
2[2]	Disst.	–	–	–	–	–	1	2	16	7	1	10	0	22	0	0	8	5	2	—			8	5	2		119
3[1]	R.C.	–	–	–	–	1	2	1	13	8	1	10	0	21	16	8	0	10	4	2	10	0	3	0	4		120
2[2]	R.C.	–	–	–	–	–	1	0	16	0	1	10	0	18	10	0	5	6	8	—			5	6	8		121
1[3]	E.C.	–	–	–	–	–	1	2	15	7	1	10	0	16	0	0	3	14	0	1	10	0	[c]5	4	0		122
2[1]	Pres.	–	–	–	–	–	1	1	1	3	1	10	0	25	5	0	13	2	0	3	5	0	16	7	0		123
3[1]	R.C.	–	–	–	–	–	1	2	1	5	1	10	0	7	18	4	0	6	0	—			0	6	0		124
2[1]	R.C.	–	–	–	–	–	1	0	16	6	1	10	0	12	6	8	1	15	7	—			1	15	7		125
3[1]	R.C.	–	–	–	–	–	1	1	3	0	1	10	0	20	10	0	3	11	6	—			3	11	6		126
2[2]	R.C.	–	–	–	–	–	1	0	10	4	1	10	0	18	10	0		—			—			—		v.t., b.	127
1[3]	Pres.	–	–	–	–	–	1		—		1	10	0	21	10	0	8	9	4	3	5	0	11	14	4		128
Prob.	Pres.	–	–	–	–	–	1	0	10	3	—			19	0	0	2	0	0	0	15	0	2	15	0		129
3[2]	R.C.	–	–	–	–	–	1	0	12	0	—			16	0	0	4	10	0	—			4	10	0		130
2[1]	Pres.	–	–	–	–	–	1	3	14	2	—			24	0	0	12	12	0	20	0	0	[c]32	12	0		131
2[2]	Pres.	–	–	–	–	–	1	1	0	10	—			22	0	0	3	0	0	9	0	0	12	0	0		132
2[1]	Pres.	–	–	–	–	–	1	1	16	8	—			24	0	0	16	0	0	—			16	0	0		133
3[1]	R.C.	–	–	–	–	–	1	1	9	8	—			19	0	0	3	0	0	—			3	0	0		134
2[2]	R.C.	–	–	–	–	–	1	1	3	7	—			22	0	0	4	10	2	—			4	10	2		135
Prob.	R.C.	–	–	–	–	–	1	0	6	3	—			20	16	8	0	3	0	—			0	3	0		136
2[1]	R.C.	–	–	–	–	–	1	0	10	4	1	10	0	24	0	0	2	8	4	—			2	8	4	v.c.	137
3[1]	R.C.	–	–	–	–	–	1	0	11	3	1	10	0	16	0	0	1	18	4	—			1	18	4	v.c.	138
1[2]	Pres.	–	–	–	–	–	1	3	4	7	—			25	10	0	13	1	6	5	0	0	18	1	6		139
3[2]	E.C.	–	–	–	–	–	1	2	8	6	—			21	13	4	4	15	4	—			4	15	4		140
2[1]	R.C.	–	–	–	–	–	1	4	2	0	1	10	0	24	0	0	10	8	4	—			10	8	4	v.c.	141
Prob.	Pres.	–	–	–	–	–	1	0	10	5	—			12	10	0	3	0	0	—			3	0	0		142
1[1]	Pres.	–	–	–	4	–	5	14	4	6	67	10	8	—			—			—			—			} v.c.	143
1[1]	R.C.	–	–	1	6	–	8		—		31	1	4	—			—			—			—				144
1[1]	Pres.	–	–	–	–	–	1		—		17	11	6	—			—			—			—				145
Prob.	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	9	0	0	—			—			[c]—			v.c.	146
3[2]	Pres.	–	–	–	–	–	1	0	13	3	1	10	0	16	0	0	3	18	2	—			3	18	2		147
2[1]	R.C.	–	–	–	–	–	1	1	0	3	1	10	0	24	0	0	4	16	0	—			4	16	0		148
3[2]	R.C.	–	–	–	–	–	1	0	14	10	1	10	0	16	0	0	2	10	6	—			2	10	6		149
Prob.	Pres.	–	–	1	–	–	2	1	17	10	—			22	13	4	6	7	3	—			6	7	3	v.c.	150
2[2]	Pres.	–	–	–	–	–	1	1	5	9	1	10	0	26	5	0	24	0	0	—			24	0	0		151
1[2]	Pres.	–	–	–	–	–	1	1	4	11	1	10	0	30	10	0	12	0	0	5	0	0	17	0	0		152
2[1]	R.C.	–	–	–	–	–	1	1	6	7	1	10	0	21	5	0	2	7	7	—			2	7	7		153
Prob.	R.C.	–	–	–	–	–	1	1	5	10	—			27	13	4	0	13	9	—			0	13	9	v.c.	154
2[2]	Pres.	–	–	–	–	–	1	2	15	9	1	10	0	5	0	0	3	15	0	—			3	15	0		155
3[1]	Pres.	–	–	–	–	–	1	0	13	3	—			16	0	0	1	19	5	—			1	19	5		156
3[1]	Pres.	–	–	–	–	–	1		—		—			19	0	0	4	2	11	—			[d]4	2	11		157
Nuns.	R.C.	–	–	–	–	1	4	7	0	0	—			58	15	0	13	1	5	—			13	1	5		158
3[1]	Pres.	–	–	1	–	–	2	2	3	4	—			28	10	0	12	16	8	21	0	0	33	16	8		159

[a] Residence rent free for Teacher.

[d] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
160	6287	Aghadowey, .	Moneycarrie, . .	53	37	90	44	47	91	34	40	1*	–
161	6350	Errigal, . .	Caw, . . .	55	18	73	35	17	52	27	32	1	–
162	6390	Kilcronaghan, .	Tobermore, m.	82	–	82	29	16	45	26	25	1	–
163	6461	Glendermott, .	Waterside, No. 2, m.	56	36	92	71	43	114	44	58	1*	–
164	6507	Templemore, .	Strand-road, . .	35	30	65	32	29	61	50	50	1	–
165	6687	Do. .	William-street, Derry,	41	7	48	39	17	56	30	33	1	–
166	7000	Maghera, . .	Crew, . . .	68	24	92	62	36	98	48	46	1	–
167	7063	Do. .	Ballymackpeak, .	41	49	90	28	47	75	45	42	–	1
168	7125	Tamlaghtard, .	Margamonaghan, .	32	31	63	39	33	72	38	35	1	–
169	7131	Agherton, .	Portstewart, . .	48	18	66	51	24	75	37	35	1*	–
170	7186	Faughanvale, .	TemplemoyleMod.Ag.	34	–	34	50	–	50	27	38	1* / 1	–
171	7277	TamlaghtO'Crilly	Boveedy, . .	–	–	[b]–	18	21	39	–	32	–	1
172	7297	Maghera, . .	Maghera Parish, .	–	–	[b]–	63	16	[c]79	–	[c]49	1	–
			Total in Londonderry,	7,094	5,352	12,446	6,498	5,908	12,406	6,021	6,125	134	42

COUNTY OF

1	329	Aughnamullan,	Raw, m.	43	–	43	39	–	39	14	20	1	–
2	331	Aughabog, .	Aughabog, or Latnamard, . .	73	39	112	73	49	122	38	44	1*	–
3	334	Clones, . .	Aughnashalvy, .	63	27	90	62	30	92	34	40	1*	–
4	335	Do. East, .	Granshaw, . .	54	14	68	52	13	65	24	21	1*	–
5	336	Do. East, .	Magherarney, .	32	9	41	31	19	50	26	23	1*	–
6	338	Currin, . .	Killyfargy, . .	51	42	93	69	47	116	35	41	1	–
7	339	Clontibret, .	Mullaghanee, . .	79	35	114	64	32	96	38	36	1	–
8	340	Drumsnatt, .	Gortmore, . .	45	13	58	59	34	93	22	34	1*	–
9	341	Do. . .	Drumsherry, . .	42	27	69	50	39	89	23	33	1	–
10	342	Kilmore, . .	Three-mile-house, .	50	50	100	64	65	129	50	68	1*	–
11	344	Donagh, . .	Ballinaman, . .	–	–	[d]–	22	13	35	–	24	1	–
12	351	Do. . .	Killyfuddy, . .	42	25	67	39	20	59	30	28	1*	–
13	353	Kilmore, . .	Tappa, . . .	34	24	58	38	28	66	26	30	1*	–
14	355	Do. . .	Corcahan, m.	64	–	64	67	–	67	36	39	1*	–
15	358	Monaghan, .	Latlurkin, m.	130	–	130	172	–	172	51	70	1*	–
16	359	Do. . .	Do. f.	–	193	193	–	190	190	58	76	–	1
17	361	Do. . .	Rakeeragh, . .	70	29	99	67	27	94	31	34	1*	–
18	363	Mucknoe, .	Tullyhatna, . .	56	27	83	52	26	78	36	31	1*	–
19	365	Do. . .	Carrickaslane, .	30	25	55	36	34	70	24	30	1*	–
20	366	Magheross, .	Carrickmacross, m.	125	–	125	124	–	124	50	46	1*	–
21	367	Do. . .	Do. f.	–	135	135	–	116	116	43	41	–	1*
22	369	Tehalan, . .	Leitrim, . . .	79	45	124	52	45	97	30	29	1*	–
23	370	Tedavnet, .	Cornagilta, m.	62	–	62	46	–	46	24	20	1*	–
24	372	Do. . .	Tedavnet, . .	70	67	137	74	57	131	51	55	1	–
25	373	Errigal, . .	Derrevoy, . .	76	68	144	61	60	121	35	45	1	–
26	1115	Aughabog, .	Drumgarley, . .	21	12	33	27	14	41	33	40	1*	–
27	1252	Clones, . .	Largy, m.	76	–	76	83	–	83	35	40	1	–
28	1253	Currin, . .	Laurel-hill, m.	50	–	50	47	–	47	21	25	1	–
29	1256	Tedavnet, .	Tullycrummin, m	66	–	66	65	–	65	22	31	1	–
30	1488	Clones, . .	Largy, f.	–	36	36	–	48	48	25	31	–	1
31	1537	Currin, . .	Laurel-hill, f.	–	37	37	–	50	50	21	26	–	1
32	1745	Tehalan, . .	Fedoo, . . .	56	48	104	52	51	103	30	26	1*	–
33	1746	Tedavnet, .	Knockatallan, m.	94	–	94	82	–	82	39	34	1*	–
34	1752	Aughnamullen,	Lisaniskey, . .	38	20	58	37	22	59	25	23	1	–
35	1773	Tedavnet, .	Knockatallan, f.	–	56	56	–	62	62	24	29	–	1
36	1798	Errigal, . .	Killebrone, m.	70	–	70	69	–	69	28	29	1*	–
37	1938	Tedavnet, .	Killicarnan, . .	59	40	99	63	40	103	49	52	1*	–
38	1948	Mucknoe, .	Tullyraughan, .	46	32	[c]78	40	30	[c]70	[c]42	[c]39	1	–
39	2020	Tehalan, . .	Lappan, Temporary,	91	–	91	93	–	93	34	29	1*	–

[a] Residence rent free for teacher.

[b] Not taken into connexion until after this date.

on the 31st December, 1855.—Province of ULSTER: County of LONDONDERRY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3²	Pres.	–	–	–	–	–	1	1	15	5	—			16	18	4	5	10	0	—			5	10	0		160
3²	Pres.	–	–	–	–	–	1	0	11	11	—			16	0	0	4	12	6	—			4	12	6		161
3²	Pres.	–	–	–	–	–	1		—		—			16	0	0	4	2	11	—			[a]4	2	11		162
1³	Pres.	–	–	–	1	–	2	4	9	8	1	17	6	32	10	0	23	13	1	10	0	0	[a]33	13	1		163
2²	Pres.	–	–	1	–	–	2	1	3	10	1	10	0	32	0	0	12	0	0	5	0	0	17	0	0		164
2¹	R.C.	–	–	–	–	–	1	1	0	0	—			24	0	0	17	1	0	—			17	1	0		165
3¹	Pres.	–	–	–	–	–	1	4	10	2	—			12	10	0	16	10	0	—			16	10	0		166
3²	E.C.	–	–	–	–	–	1	1	0	3	—			14	0	0	8	10	0	—			8	10	0		167
3²	Pres.	–	–	–	–	–	1	1	6	2	—			12	10	0	7	5	6	1	0	0	8	5	6		168
2¹	Pres.	–	–	–	–	–	1	2	9	6	—			14	15	0	6	0	0	—			6	0	0		169
Agri. –	Pres } E.C. }	–	–	–	–	–	2	11	15	5	4	0	0	60	0	0		—		50	0	0	50	0	0		170
3²	Pres.	–	–	–	–	–	1	4	13	2	4	10	0	4	0	0	1	4	0	—			1	4	0		171
Prob.	E.C.	–	–	–	–	–	1		—		—			2	6	8	5	0	0	10	0	0	15	0	0		172
		2	–	13	6	4	211	260	17	11	231	3	9	3,456	3	4	813	19	1	531	13	8	1,345	12	9		

MONAGHAN—136 Schools.

Prob.	E.C.	–	–	–	–	–	1	1	0	0	—			9	15	0	1	6	8	—			[a]1	6	8		1
3²	R.C.	–	–	–	–	–	1	1	10	9	—			16	0	0	6	5	0	—			6	5	0		2
2¹	R.C.	–	–	–	–	–	1	1	11	11	—			24	0	0	5	3	2	—			5	3	2		3
2²	R.C.	–	–	–	–	–	1		—		—			19	0	0	1	4	0	—			1	4	0	B.	4
2¹	R.C.	–	–	–	–	–	1		—		—			15	5	0	6	15	0	—			6	15	0	B.	5
2²	R.C.	–	–	–	–	–	1	1	14	9	—			22	0	0	4	17	7	2	10	0	7	7	7	V.T.	6
2²	Pres.	–	–	–	–	–	1	2	2	5	—			24	0	0	6	0	9	—			[a]6	0	9		7
3¹	R.C.	–	–	–	–	–	1	0	18	5	—			19	0	0	3	3	3	—			3	3	3		8
Prob.	R.C.	–	–	–	–	–	1	1	7	6	—			12	10	0	2	16	0	—			2	16	0		9
3²	R.C.	–	–	–	1	–	2	1	0	3	—			17	0	0	4	16	6	—			4	16	6		10
3²	R.C.	–	–	–	–	–	1	0	14	9	—			15	6	8	1	0	6	—			[a]1	0	6		11
1³	R.C.	–	–	–	–	–	1	0	9	8	—			28	10	0	2	5	0	0	12	6	2	17	6		12
2¹	R.C.	–	–	–	–	–	1	2	4	11	—			24	0	0	4	11	1	—			4	11	1		13
3¹	R.C.	–	–	–	–	–	1	0	6	0	—			19	0	0	3	11	6	—			3	11	6		14
2¹	R.C.	–	–	–	1	–	2	1	9	7	—			27	13	4	—			12	6	0	12	6	0		15
Prob.	R.C.	–	–	–	–	1	2	1	6	0	—			15	15	0	—			10	0	0	10	0	0		16
3¹	R.C.	–	–	–	–	–	1		—		—			20	0	0	2	10	10	—			2	10	10		17
3¹	Pres.	–	–	–	–	–	1	2	3	1	—			20	0	0	8	8	9	—			8	8	9		18
2²	Pres.	–	–	–	–	–	1	0	11	3	—			22	0	0	3	11	10	5	0	0	8	11	10		19
3¹	R.C.	–	–	–	–	–	1	1	12	2	—			19	0	0	10	12	0	5	0	0	15	12	0	V.T.	20
2²	R.C.	–	–	–	–	–	1	2	6	6	—			18	10	0	11	6	0	—			11	6	0	V.T.	21
2²	R.C.	–	–	–	–	–	1	1	6	4	—			28	10	0	8	14	1	—			8	14	1	V.T.	22
3¹	Pres.	–	–	–	–	–	1	3	3	6	—			12	0	0	0	3	4	10	0	0	[a]10	3	4		23
2²	R.C.	–	–	1	–	–	2	1	0	9	—			30	0	0	1	12	3	—			1	12	3		24
2²	R.C.	–	–	1	–	–	2	0	13	5	—			29	10	0	5	11	2	—			5	11	2	V.T.	25
3¹	R.C.	–	–	–	–	–	1	1	14	7	1	10	0	19	0	0	6	0	0	—			6	0	0		26
2¹	R.C.	–	–	–	–	–	1	1	12	5	—			24	0	0	3	13	0	—			[a]3	13	0	V.T.	27
3¹	R.C.	–	–	–	–	–	1	0	11	9	—			19	0	0	3	13	9	—			3	13	9	V.T.	28
3¹	R.C.	–	–	–	–	–	1	0	14	3	1	10	0	11	11	8	3	12	7	1	1	0	4	13	7	V.T	29
3²	R.C.	–	–	–	–	–	1		—		1	10	0	11	0	0	5	5	0	—			5	5	0	V.T.	30
3²	R.C.	–	–	–	–	–	1	0	11	0	1	10	0	14	0	0	4	5	0	—			4	5	0	V.T.	31
3²	R.C.	–	–	–	–	–	1	0	10	9	1	10	0	16	0	0	0	10	6	—			0	10	6	V.T.	32
3¹	R.C.	–	–	–	–	–	1	0	16	10	1	10	0	19	0	0	3	12	0	—			[a]3	12	0	V.T.	33
3²	R.C.	–	–	–	–	–	1	1	6	0	1	10	0	17	10	0	0	5	6	—			0	5	6		34
3¹	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	2	7	4	—			[a]2	7	4	V.T.	35
2¹	R.C.	–	–	–	–	–	1	0	13	0	1	10	0	24	0	0	0	18	0	—			0	18	0	V.T.	36
1³	R.C.	–	–	–	1	–	2	1	17	6	—			33	0	0	7	3	4	0	10	0	7	13	4		37
3²	R.C.	–	–	–	–	–	1	0	10	0	—			16	0	0	5	0	0	—			5	0	0		38
2²	R.C.	–	–	–	–	–	1	1	9	5	—			21	0	0	1	16	9	—			1	16	9	B.	39

[a] Taken from Inspector's report.

[d] No return.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
40	2023	Donaghmoyne,	Donaghmoyne,	70	23	93	7	4	11	38	8	1	–
41	2048	Clontibret,	Annyallagh, m.	121	–	121	120	–	120	34	40	1*	–
42	2107	Magheross,	Corduff, m.	90	–	90	101	–	101	36	39	–	–
43	2108	Do.	Do. f.	–	95	95	–	91	91	29	29	–	1
44	2109	Currin,	Clinrigh,	36	24	60	36	37	73	38	39	1*	–
45	2242	Donagh,	Corachrin,	47	21	68	44	24	68	31	27	1*	–
46	2243	Do.	Glencaw, or Glenan,	61	38	99	44	36	80	41	37	1*	–
47	2244	Kilmore,	Cornasoo,	40	20	60	49	32	81	23	32	1*	–
48	2355	Errigal,	Killebrone, f.	–	40	40	–	70	70	11	27	–	1*
49	2495	Aughnamullan,	Corlea,	40	28	68	33	22	55	25	28	1	–
50	2496	Aughabog,	Classduagh,	24	15	39	34	23	57	24	26	1	–
51	2550	Donagh,	Knocknagrave,	105	83	188	97	75	172	50	41	1	–
52	2628	Ematris,	Dartry-house, m.	32	37	69	32	43	75	28	30	1	–
53	2642	Tullycorbet,	Corvoy,	123	59	182	81	56	137	70	52	1	–
54	2953	Monaghan,	Legnacrave,	50	29	79	51	20	71	32	28	1	–
55	3026	Clones, East,	Stone-bridge, m.	38	14	52	24	8	32	30	16	1	–
56	3080	Mucknoe,	Tullycooragh,	32	17	49	43	27	70	22	24	1	–
57	3163	Tedavnet,	Ballyalbany,	25	16	41	30	23	53	19	24	1	–
58	3194	Ballybay,	Ballydian,	68	46	114	67	45	112	28	28	1	–
59	3200	Ematris,	Coolkill,	25	22	47	21	20	41	20	19	1	–
60	3319	Errigal,	Knockconan, m.	89	–	89	86	–	86	35	34	1*	–
61	3388	Monaghan,	Monaghan, Workho.	48	40	88	67	39	106	54	60	1	1*
62	3392	Clontibret,	Annyallough, f.	–	75	75	–	67	67	21	25	–	1
63	3398	Donaghmoyne,	Lisdoonan,	82	50	132	74	43	117	42	41	1	–
64	3474	Aughnamullen,	Amakear,	56	27	[b]83	49	36	85	31	32	1	–
65	3539	Do.	Aghakiest,	48	24	72	50	24	74	39	38	1	–
66	3576	Do.	Creeve, m.	71	23	94	77	36	113	31	30	1*	–
67	3577	Do.	Lisdrumclave,	74	45	119	75	39	114	55	34	1	–
68	3622	Tedavnet,	Cornagilta, f.	–	66	66	–	61	61	38	21	–	1*
69	3649	Mucknoe,	Castleblayney, Workh.	58	65	[b]123	57	61	[b]118	[b]61	[b]66	1	–
												–	1*
70	3668	Magheross,	Carrickmacross, Work.	52	56	108	40	25	65	55	53	1*	–
												–	1*
71	3697	Clones,	Killglina,	52	37	89	64	42	106	40	44	1*	–
72	3698	Ematris,	Carravacken,	48	36	84	52	46	98	35	33	1	–
73	3837	Tehalan,	Lappan, f.	–	91	91	–	73	73	32	25	–	1*
74	3845	Donagh,	Ternaneal,	35	31	66	37	38	75	19	25	1*	–
75	3870	Mucknoe,	Monigor,	50	20	70	54	26	80	68	77	1*	–
76	4181	Donagh,	Killeraine,	61	32	93	54	37	91	37	25	1*	–
77	4192	Aughabog,	Dawson,	24	2	26	40	6	46	24	16	1	–
78	4243	Mucknoe,	Castleblayney, m.	98	–	98	113	–	113	45	48	1*	–
79	4244	Do.	Do. f.	–	138	138	–	106	106	44	49	–	1
80	4273	Ballybay,	Derryvally,	80	37	117	80	50	130	54	58	1	–
81	4328	Killeevan,	Ture,	30	25	55	42	26	68	23	33	1	–
82	4347	Aughnamullen,	Laragh,	47	36	83	45	41	86	39	35	1	–
83	4369	Clontibret,	Creeve,	59	34	[b]93	31	31	[b]62	[b]34	[b]28	1*	–
84	4396	Ematris,	Tategar,	48	32	80	50	30	80	25	23	1	–
85	4406	Ballybay,	Clogher,	63	47	110	86	61	147	29	59	1	–
86	4637	Magheracloon,	Coolderry,	–	–	[d]–	34	23	[b]57	–	[b]23	1	–
87	4653	Tedavnet,	Tullycrimmin, f.	–	41	41	–	52	52	20	25	–	1*
88	4885	Donaghmoyne,	Bath, Model Agricul.	67	46	113	70	43	113	33	24	1*	–
												1	–
89	4897	Donagh,	Edenmore,	37	36	73	54	42	96	30	33	1	–
90	5006	Ballybay,	Ballybay,	83	–	83	60	–	60	25	27	1	–
91	5024	Mucknoe,	Drumacon,	70	34	104	57	30	87	44	31	1	–
92	5113	Donaghmoyne,	Drumlusty,	85	81	166	83	76	159	37	32	1	–
93	5114	Do.	Broomfield, Industrial,	–	–	[d]–	39	31	70	–	30	1	–
94	5155	Currin,	Kerrenchego,	35	20	55	35	29	64	22	23	1	–
95	5181	Inniskeen,	Inniskeen,	92	50	142	79	33	112	42	30	1*	–
96	5271	Tullycorbit,	Braddox,	37	20	57	47	25	72	21	27	1	–
97	5341	Clontibret,	Lisnagrieve,	65	30	95	59	32	91	36	30	1*	–
98	5367	Aughnamullen,	Derrygooney,	34	32	66	32	27	59	53	26	1*	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER: County of MONAGHAN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year, in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.			Assistants.			Monitors.			School Requisites at Reduced Prices.		Free Stock.		Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.		School Fees.		Subscriptions.		Total Amount of Local Contributions.			
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.			
Prob.	R.C.	–	–	–	–	–	1		1 5 5		—		2 1 8		—		—		—			40
2 2	R.C.	–	–	–	–	–	1		2 8 8		1 10 0		22 0 0		6 12 6		—		6 12 6			41
2 2	R.C.	–	–	–	–	–	1		1 1 8		—		22 0 0		3 4 4		—		3 4 4		v.t.b.	42
3 2	R.C.	–	–	–	–	–	1		—		1 10 0		11 0 0		1 3 0		—		1 3 0		v.t.b.	43
3 1	R.C.	–	–	–	–	–	1		1 13 3		1 10 0		20 0 0		8 10 0		—		8 10 0		v.t.b.	44
2 2	R.C.	–	–	–	–	–	1		0 14 3		—		22 0 0		8 0 0		—		8 0 0			45
3 1	R.C.	–	–	–	–	–	1		0 10 10		—		19 0 0		2 13 3		—		2 13 3			46
2 2	Pres.	–	–	–	–	–	1		1 4 9		—		22 0 0		3 5 6		—		3 5 6			47
3 1	R.C.	–	–	–	–	–	1		0 17 7		—		16 0 0		2 2 4		—		2 2 4		v.t.	48
3 1	Pres.	–	–	–	–	–	1		1 9 1		—		19 0 0		2 10 5		—		2 10 5			49
Prob.	Pres.	–	–	–	–	–	1		—		1 10 0		13 1 8		1 1 11		2 2 0		3 3 11			50
3 2	R.C.	–	–	–	–	–	1		3 1 2		—		16 0 0		1 3 6		—		1 3 6		v.t.	51
3 2	E.C.	–	–	1	–	–	2		0 15 0		—		24 0 0		1 15 0		10 0 0		[a]11 15 0			52
2 1	R.C.	–	–	–	–	–	1		2 1 8		—		24 0 0		4 10 0		—		4 10 0			53
3 2	Pres.	–	–	–	–	–	1		2 10 10		1 10 0		16 0 0		4 1 1		—		4 1 1			54
Prob.	Pres.	–	–	–	–	–	1		2 2 11		1 10 4		15 16 8		3 11 11		—		3 11 11			55
Prob.	Pres.	–	–	–	–	–	1		1 4 0		1 10 0		11 6 8		2 9 0		11 6 8		13 15 8			56
3 1	Pres.	–	–	–	–	–	1		0 10 4		—		19 0 0		2 8 0		—		2 8 0			57
3 2	Pres.	–	–	–	–	–	1		—		1 10 0		16 0 0		1 3 4		—		1 3 4			58
3 1	R.C.	–	–	–	–	–	1		0 10 8		1 10 0		19 0 0		0 10 0		—		[a]0 10 0			59
1 3	R.C.	–	–	–	–	–	1		1 15 9		1 10 0		28 10 0		2 10 6		—		2 10 6			60
3 1 / 3 1	Pres / Pres	–	–	–	–	–	2		1 8 11		1 17 6		9 0 0		—		—		—			61
3 2	R.C.	–	–	–	–	–	1		0 11 1		1 10 0		14 0 0		0 18 6		—		0 18 6			62
3 2	R.C.	–	–	–	–	–	1		2 5 6		—		16 0 0		3 4 11		3 10 0		[a]6 14 11			63
Prob.	R.C.	–	–	–	–	–	1		1 7 7		—		10 15 0		3 17 0		—		3 17 0			64
3 2	R.C.	–	–	–	–	–	1		0 5 5		1 10 0		16 0 0		1 10 0		—		1 10 0			65
2 1	Pres.	–	–	–	–	–	1		1 3 2		1 10 0		25 10 0		1 2 6		—		1 2 6			66
2 2	R.C.	–	–	–	1	–	2		2 4 7		1 17 6		25 6 8		8 0 0		—		8 0 0			67
1 3	E.C.	–	–	–	–	–	1		1 1 5		1 10 0		13 10 0		0 10 0		10 0 0		[c]10 10 0			68
Prob. / 3 1 / 3 1 / 2 2	Pres / Pres / R.C. / R.C.	–	–	–	–	–	2		—		0 1 2		5 0 0		—		—		—			69
2 2	R.C.	–	–	–	–	–	2		2 7 11		0 19 6		4 0 0		—		—		—			70
2 2	R.C.	–	–	1	–	–	2		1 5 6		—		30 0 0		3 2 6		—		3 2 6			71
3 1	R.C.	–	–	–	–	–	1		1 19 5		—		19 0 0		1 9 9		—		1 9 9			72
3 1	R.C.	–	–	–	–	–	1		0 16 8		—		16 0 0		1 8 0		—		1 8 0			73
3 2	Pres.	–	–	–	–	–	–		1 3 1		—		16 0 0		5 7 10		8 10 0		13 17 10			74
3 1	R.C.	–	–	–	1	–	2		0 17 11		—		23 6 8		9 0 0		—		9 0 0			75
3 2	R.C.	–	–	–	–	–	1		2 5 1		1 10 0		15 0 0		2 5 0		—		2 5 0		v.t.	76
3 2	R.C.	–	–	–	–	–	1		0 15 3		1 10 0		12 3 4		2 14 6		—		2 14 6		v.t.	77
1 2	R.C.	–	–	–	1	–	2		2 16 9		—		37 18 4		12 11 6		—		12 11 6			78
2 1	R.C.	–	–	–	–	1	2		2 3 7		—		22 13 4		8 16 9		—		8 16 9			79
2 1	Pres.	–	–	–	1	–	2		1 0 1		1 17 6		31 6 8		8 12 0		—		8 12 0			80
3 1	R.C.	–	–	–	–	–	1		—		1 10 0		17 10 0		1 2 0		2 12 1		[a]3 14 1			81
3 1	R.C.	–	–	–	–	–	1		1 2 3		1 10 0		19 0 0		2 5 10		—		2 5 10			82
2 1	E.C.	–	–	–	–	–	1		2 4 7		—		21 6 8		2 3 6		6 13 4		8 16 10			83
3 1	R.C.	–	–	–	–	–	1		1 3 11		1 10 0		19 0 0		2 3 1		—		2 3 1			84
3 2	Pres.	–	–	–	–	–	1		1 4 9		1 10 0		16 0 0		7 8 6		—		7 8 6			85
Prob.	R.C.	–	–	–	–	–	1		1 6 3		1 10 0		4 13 4		1 12 3		—		1 12 3			86
3 1	R.C.	–	–	–	–	–	1		0 8 10		—		16 0 0		4 1 8		1 1 0		5 2 8		v.t.	87
Agrlt. / Prob.	R.C. / R.C.	–	–	–	–	–	2		2 2 10		—		61 0 0		1 10 0		—		1 10 0		v.c.	88
3 2	R.C.	–	–	–	–	–	1		1 12 6		1 10 0		16 0 0		2 9 10		—		2 9 10			89
3 2	R.C.	–	–	–	–	–	1		1 8 7		—		12 10 0		3 4 8		—		3 4 8			90
3 2	R.C.	–	–	–	–	–	1		1 12 2		—		16 0 0		3 18 0		—		3 18 0			91
2 1	R.C.	–	–	1	1	–	3		1 10 0		1 10 0		38 16 8		4 17 5		4 0 0		8 17 5		v.c.	92
3 1	R.C.	–	–	1	–	–	2		0 17 9		—		6 5 0		2 14 10		—		2 14 10		v.c.	93
3 1	E.C.	–	–	–	–	–	1		0 10 11		—		18 8 4		0 16 8		1 17 0		[a]2 13 8			94
3 1	R.C.	–	–	–	–	–	1		—		—		18 0 0		1 1 6		—		1 1 6			95
Prob.	Pres.	–	–	–	–	–	1		1 3 11		—		11 11 8		2 0 0		3 0 0		5 0 0			96
2 1	R.C.	–	–	–	–	–	1		1 8 6		—		19 0 0		1 0 6		—		1 0 6		v.c.	97
3 1	R.C.	–	–	–	–	–	1		0 6 11		—		16 0 0		—		4 0 0		4 0 0			98

[a] House and garden rent free for teacher.

[d] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
99	5498	Inniskeen, .	Kidnaminsha, Agricul.	54	67	121	–	–	[a]–	57	–	1*	–
100	5499	Donaghmoyne, .	Ashburton, . .	70	30	100	24	21	45	42	26	1*	–
101	5500	Do. . .	Aughnafarcon, . .	56	33	89	43	28	71	43	38	1*	–
102	5501	Killanny, . .	Ballymackney, .	50	49	99	50	49	99	48	36	1*	–
103	5502	Inniskeen, .	Blackstaff, . .	88	40	128	44	27	71	38	25	1	–
104	5546	Clones, . .	Smithboro', f.	27	38	65	29	40	69	27	24	–	1*
105	5617	Magheross, .	Carrickmacross, Central Industrial, .	–	192	192	–	92	92	23	31	–	1
106	5644	Monaghan, .	Monaghan, . .	64	34	98	72	42	114	51	54	1*	–
107	5795	Ematris, . .	Unshina, . .	48	38	86	48	37	85	36	41	1*	–
108	5796	Kilmore, . .	Urcher, . . .	49	25	74	37	22	59	37	31	1*	–
109	5797	Clones, . .	Gleer, . . .	40	17	57	42	27	69	35	35	1	–
110	5798	Monaghan, .	Castleshane, . .	44	26	70	42	22	64	30	32	1*	–
111	5829	Aughabog, .	Tattenclave, . .	35	26	61	38	26	64	34	29	1	–
112	5830	Killeeva, . .	Drumhilla, Mod. Agrl.	44	22	66	57	37	94	30	38	1 1	– –
113	5831	Errigal, . .	Knockconan, f.	–	64	64	–	76	76	25	26	–	1
114	5832	Aughnamullen, .	Mahon, . . .	45	30	75	22	22	44	25	25	1	–
115	5892	Do. . .	Shantonagh, f.	–	69	69	–	79	79	30	30	–	1*
116	5975	Kilmore, . .	Corcahan, f.	–	78	78	–	81	81	30	34	–	1*
117	6027	Aughnamullen, .	Raw, f.	–	50	50	–	53	53	21	35	–	1
118	6028	Ematris, . .	Rockcorry, . .	41	49	90	42	43	85	35	39	1*	–
119	6117	Clontibret, .	Doohamlet, . .	102	51	153	80	59	139	55	46	1*	–
120	6240	Aughabog, .	Aughadrumkeen, .	33	20	53	39	26	65	27	29	1	–
121	6241	Aughnamullen, .	Corracharra, m.	58	–	[c]58	44	–	44	29	28	1	–
122	6242	Do. . .	Do. f.	64	–	[c]64	–	55	55	[c]22	19	–	1
123	6284	Do. . .	Aughnamullen, .	34	26	60	34	28	62	29	25	1	–
124	6365	Mucknoe, .	Drumakill, . .	31	34	65	29	26	55	25	20	1*	–
125	6444	Do. . .	Moraghy, . .	49	39	88	41	36	77	24	26	–	1*
126	6501	Ballybay, . .	Shean, . . .	60	39	99	40	32	72	40	38	1*	–
127	6584	Aughnamullen, .	Unshina, . .	44	27	71	45	30	75	34	29	1	–
128	6629	Do. . .	Shantonagh, m.	90	–	90	87	–	87	31	32	1	–
129	6688	Ematris, . .	Drumgole, . .	67	30	97	60	31	91	39	34	1	–
130	6821	Monaghan, .	Cormien, . .	31	22	53	40	32	72	21	34	1*	–
131	6840	Tedavnet, .	Urbelshanny, . .	61	61	122	61	70	131	38	48	1	–
132	6901	Magheracloon, .	Moykieran, . .	114	78	192	86	71	157	43	34	1*	–
133	7064	Ballibay, . .	Ballibay, f.	–	71	71	–	56	56	31	28	–	1*
134	7149	Currin, . .	Drum, . . .	27	12	39	45	27	72	24	37	1*	–
135	7269	Monaghan, .	Monaghan, 2, . .	–	–	[c]–	30	15	[c]45	–	[c]31	1	–
136	7308	Tedavnet, .	Barrittitoppy, . .	–	–	–	–	–	[c]–	–	[c]–	1	–
			Total, . .	6,562	4,748	11,310	6,308	4,822	11,130	4,463	4,536	117	24

COUNTY OF

1	376	Ardstraw, West,	Lisnascreagh, . .	47	28	75	45	33	78	32	34	1	–
2	378	Aughaloo, .	Showerflood, . .	32	23	55	27	23	50	25	25	1	–
3	380	Do. . .	Rahaghy, . .	59	32	91	54	31	85	44	41	1*	–
4	385	Clonfeacle, .	Moy, . . .	39	15	54	59	25	84	30	36	1	–
5	388	Cappagh, . .	Killyclogher, m.	79	–	79	50	–	50	34	24	1	–
6	389	Do. . .	Tatuhanaught, .	77	35	112	58	34	92	48	40	1*	–
7	390	Do. . .	Carrigans, Lower, .	30	27	57	27	20	47	26	25	1	–
8	391	Do. . .	Beltoney, . .	33	34	67	30	32	62	28	31	1	–
9	393	Clogher, . .	Eskera, m.	82	–	82	58	21	79	38	26	1	–
10	394	Do. . .	Fivemiletown, Agri. m.	104	–	104	105	–	105	64	60	1*	–
11	395	Do. . .	Do. f.	–	76	76	–	78	78	44	45	–	1*
12	396	Clonoe, . .	Aughamullen, . .	40	19	59	60	30	90	21	31	1	–
13	397	Comber, Upper,	Stranagalwilly, .	59	41	100	30	22	52	40	28	1	–
14	398	Camus, . .	Strabane, . .	70	50	120	74	48	122	73	76	1	–

[a] Closed this half-year. [b] Residence rent free for teacher. [c] Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER: County of MONAGHAN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Directresses of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.				School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	R.C.	–	–	1	–	–	2	0	11	10		—		20	8	4			—			—			b—		V.C.	99
2[1]	R.C.	–	–	1	–	–	2	1	3	10	1	10	0	28	0	0		4	9	0	6	0	0	10	9	0	} V.C.	100
3[1]	R.C.	–	–	1	–	–	2	1	12	1	1	10	0	26	13	4		6	7	6	4	0	0	10	7	6	} V.C.	101
2[1]	R.C.	–	–	1	–	–	2	2	14	9	1	10	0	33	0	0		7	14	0	4	0	0	11	14	0	} V.C.	102
3[1]	R.C.	–	–	1	–	–	2	0	10	4	1	10	0	28	0	0		4	17	6	4	0	0	8	17	6	} V.C.	103
3[1]	Pres.	–	–	–	–	–	1	0	15	11		--		16	0	0		1	12	0		—		1	12	0		104
Prob.	E.C.	–	–	1	–	–	2	1	0	0	1	10	0	63	6	8			—			—			—			105
2[1]	R.C.	–	–	–	1	–	2	4	15	8	1	17	6	27	16	8		22	2	2		—		22	2	2		106
3[1]	Pres.	–	–	–	–	–	1	1	7	0	1	17	6	19	0	0		4	6	4		—		4	6	4		107
2[2]	Pres.	–	–	–	–	–	1	1	10	9	1	10	0	22	0	0		2	5	0		—		2	5	0		108
Prob.	R.C.	–	–	–	–	–	1	0	14	7	1	10	0	12	10	0		1	14	7	1	10	0	3	4	7		109
1[2]	Pres.	–	–	–	–	–	1	3	0	7	1	10	0	34	0	0		8	0	0	20	0	0	b28	0	0		110
3[2]	R.C.	–	–	–	–	–	1	0	10	0	1	10	0	17	10	0		2	0	0		—		2	0	0		111
Agrlt. Prob.	E.C. Pres	–	–	–	–	–	2	2	8	11	2	3	8	49	3	6		2	1	0	8	3	0	10	4	0		112
3[2]	R.C.	–	–	–	–	–	1	0	14	6	1	10	0	14	0	0		3	9	3		—		3	9	3		113
3[2]	R.C.	–	–	–	–	–	1	1	2	5	1	10	0	16	0	0		3	18	3		—		3	18	3		114
2[2]	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	18	0	0			—		9	12	0	b9	12	0		115
1[2]	R.C.	–	–	–	–	–	1	1	6	4		—		24	10	0		3	2	0		—		3	2	0		116
3[2]	E.C.	–	–	–	–	–	1	1	0	0		—		14	0	0		1	7	10		—		1	7	10		117
3[1]	E.C.	–	–	–	–	–	1	2	15	3		—		20	10	0		10	0	6	11	0	0	b21	0	6		118
3[2]	R.C.	–	–	–	–	–	1	1	11	7		—		16	0	0		6	2	3		—		6	2	3		119
Prob.	E.C.	–	–	–	–	–	1	0	13	3	1	10	0	8	7	6		2	5	2		—		2	5	2		120
Prob.	R.C.	–	–	–	–	–	1		—			—		20	10	0		2	10	0		—		2	10	0		121
3[2]	R.C.	–	–	–	–	–	1	0	10	9		—		11	0	0		1	10	0		—		1	10	0		122
3[1]	E.C.	–	–	–	–	–	1	1	3	0		—		19	0	0		2	12	8	2	0	0	d4	12	8		123
3[2]	Pres.	–	–	–	–	–	1	0	13	8		—		15	10	0		1	12	4		—		b1	12	4		124
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0		2	7	11		—		2	7	11		125
3[2]	R.C.	–	–	–	–	–	1	1	4	10	1	10	0	16	0	0		4	5	0		—		4	5	0		126
3[2]	Pres.	–	–	–	–	–	1	0	18	7	1	10	0	16	0	0		3	0	4	2	0	0	5	0	4		127
3[1]	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	20	10	0		3	12	6	1	14	0	b5	6	6		128
3[1]	Pres.	–	–	–	–	–	1	2	6	7		—		19	0	0		5	12	3		—		5	12	3		129
2[2]	E.C.	–	–	–	–	–	1	0	6	4		—		19	10	0		3	4	7	10	0	0	b13	4	7		130
3[2]	R.C.	–	–	–	–	–	1	1	5	3		—		15	14	2		3	11	3		—		3	11	3		131
2[1]	R.C.	–	–	–	–	–	1	0	19	2	0	19	6	23	0	0		3	13	4		—		3	13	4		132
2[2]	R.C.	–	–	–	–	–	1	1	2	10		—		18	0	0		4	4	3		—		4	4	3		133
2[1]	Pres.	–	–	–	–	–	1	1	0	6		—		9	5	0		3	10	0		—		3	10	0		134
Prob.	Pres.	–	–	–	–	–	1	1	19	11	4	0	0	1	3	4		7	0	0	7	6	8	14	6	8		135
Prob.	Pres.	–	–	–	–	–	1		—		5	0	0		—			0	18	6	1	3	0	b2	1	6		136
		–	–	12	9	3	165	164	13	10	96	1	8	2,623	13	6		487	14	10	208	0	3	695	15	1		136

TYRONE—264 Schools.

3[2]	R.C.	–	–	–	–	–	1	0	11	6		—		16	0	0		3	18	6		—		3	18	6	A.	1
3[1]	Pres.	–	–	–	–	–	1	1	10	2		—		12	10	0		2	8	9		—		2	8	9		2
3[1]	Pres.	–	–	–	–	–	1	1	14	11		—		21	16	8		6	10	6		—		6	10	6		3
3[2]	R.C.	–	–	–	–	–	1	1	3	10		—		16	0	0		3	4	6	0	7	6	3	12	0		4
3[1]	R.C.	–	–	–	1	–	2	0	19	11		—		15	8	4		2	10	0		—		2	10	0	V.T.	5
1[1]	R.C.	–	–	–	1	–	2	4	10	2		—		48	8	4		4	13	4		—		4	13	4	V.T.	6
2[2]	R.C.	–	–	–	–	–	1	0	10	3		—		22	0	0		0	13	6		—		0	13	6	V.T.	7
3[1]	R.C.	–	–	–	–	–	1	0	13	6		–		19	0	0		2	0	0		—		2	0	0	V.T.	8
3[2]	R.C.	–	–	–	–	–	1	1	1	8		—		16	0	0		3	17	2	1	10	0	b5	7	2	V.T.	9
1[3]	Pres.	–	–	–	1	–	2	4	7	6	0	9	9	34	6	8		5	0	2	5	0	0	10	0	2		10
2[1]	Pres.	–	–	–	–	1	2	1	7	10		—		28	15	0		3	8	7	5	0	0	8	8	7		11
Prob.	R.C.	–	–	–	–	–	1	1	16	6		—		12	10	0		4	1	8		—		4	1	8		12
3[2]	R.C.	–	–	–	–	–	1	0	10	3		—		16	0	0		1	1	7		—		b1	1	7		13
2[2]	R.C.	–	–	1	–	–	2	0	10	7		—		30	0	0		8	8	6		—		b8	8	6		14

[d] Residence and one acre of land free for teacher.

[e] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
15	400	Donagheady,	Loughash, Agricul.	81	52	133	71	49	120	59	32	1	–
												1	–
												–	1*
16	401	Do.	Tattymoyle,	51	27	78	36	22	58	45	38	1*	–
17	403	Do.	Altaghmore,	25	9	34	26	15	41	23	32	1	–
18	404	Donaghendry,	Shankey,	64	33	97	59	31	90	46	44	1*	–
19	407	Derryloran,	Gortalowrey,	91	41	132	82	51	133	53	45	1*	–
20	410	Drumglass,	Dungannon, m.	78	–	78	117	–	117	45	53	1	–
21	411	Do.	Do. f.	–	70	70	–	124	124	41	60	–	1
22	413	Dromore,	Trummery, m.	32	22	54	28	22	50	27	29	1*	–
23	414	Errigle, Keerogue,	Gort,	83	31	114	52	18	70	46	34	1	–
24	415	Do.	Glencull, m.	52	–	52	34	–	34	22	14	1	–
25	416	Do.	Do. f.	–	53	53	–	37	37	19	14	–	1
26	417	Fintona,	Corryglass,	25	10	35	45	24	69	18	17	1	–
27	418	Donacarry,	Mullinvoney,	67	40	107	43	28	71	25	19	1	–
28	419	Kildress,	Dunamore,	78	50	128	39	39	78	63	29	1	–
29	420	Do.	Killeenan,	39	35	74	22	14	36	36	24	1	–
30	421	Do.	Glenarney,	40	50	90	68	44	112	35	33	1	–
31	422	Do.	Corvanaghan,	37	–	b37	33	–	b33	b24	b26	1	–
32	424	Leckpatrick,	Cloughcorr, m.	106	–	106	100	–	100	51	39	1	–
33	426	Pomeroy,	Pomeroy, m.	133	–	133	75	–	75	50	34	1	–
34	428	Skirts of Urney,	Ginvahan,	76	68	144	71	83	154	31	34	1	–
35	429	Do.	Mount Bernard, f.	32	25	57	21	17	38	39	34	–	1
36	430	Do.	Kilcleen,	57	35	92	47	34	81	40	39	1*	–
37	431	Do.	Castlederg,	47	29	76	46	31	77	35	31	1	–
38	433	Termonamongan,	Altamullen,	36	34	70	37	35	72	38	34	1	–
39	434	Do.	Magherakeel,	47	25	72	30	31	61	35	23	1	–
40	436	Do.	Aughnahoe,	55	23	78	57	27	84	35	34	1*	–
41	437	Termonmaquirk,	Aughiogan,	100	18	118	80	8	88	62	40	1	–
42	438	Do.	Creggan,	58	36	94	45	27	72	52	38	1	–
43	1142	Pomeroy,	Altmore, m.	119	–	119	82	–	82	61	34	1*	–
44	1185	Tullyniskan,	Edendork,	42	26	68	58	27	85	30	33	1*	–
45	1192	Aughaloo,	Mullnahorne,[a]	–	–	–	–	–	–	–	–	–	–
46	1193	Termonamongan,	Carryconghan,	54	30	84	60	31	91	40	39	1*	–
47	1194	Lissan,	Crievagh,	42	23	65	25	22	47	35	25	–	1*
48	1257	Ardstraw, East,	Newtownstewart, m.	64	–	64	67	–	67	40	40	1	–
49	1259	Drumragh,	Omagh, m.	132	–	132	115	–	115	31	43	1*	–
50	1260	Donagheady,	Donagheady, m.	34	–	34	29	–	29	21	19	1*	–
51	1261	Dromore,	Corbolly, m.	32	16	48	36	14	50	26	30	1*	–
52	1262	Termonmaquirk,	Tanderagee,	59	30	89	34	14	48	45	25	1*	–
53	1376	Kildress,	Stramacklemartin,	94	69	163	38	29	67	64	24	1*	–
54	1377	Ardstraw, West,	Tullymuck,	48	54	102	48	52	100	56	49	1*	–
55	1378	Donaghmore,	Aughnagar,	54	48	102	45	40	85	40	31	1*	–
56	1379	Donacavey,	Legmaghery,	56	27	83	33	16	49	45	29	1*	–
57	1380	Termonamongan,	Laught,	72	49	121	77	45	122	48	44	1	–
58	1381	Urney,	Rabstown,	71	27	98	57	27	84	44	39	1*	–
59	1382	Errigle Keerogue,	Rarogan,	65	36	101	51	33	84	44	33	1*	–
60	1489	Ardstraw, East,	Newtownstewart, f.	–	49	49	–	47	47	19	25	–	1
61	1490	Pomeroy,	Altmore, f.	–	96	96	–	61	61	49	30	–	1*
62	1507	Drumragh,	Omagh, f.	–	42	42	–	68	68	13	24	–	1*
63	1557	Donagheady,	Ballymenor,	61	16	77	26	13	39	37	20	1*	–
64	1624	Do.	Blackfort, m.	102	–	102	60	–	60	28	29	1	–
65	1889	Do.	Donagheady, f.	–	35	35	–	46	46	19	23	–	1
66	1890	Clogher,	Eskra, f.	–	54	54	–	55	55	21	25	–	1
67	1891	Leckpatrick,	Cloughcorr, f.	–	81	81	–	84	84	31	34	–	1
68	1939	Donacavey,	Fintona, m.	108	36	144	83	28	111	60	55	1*	–
69	2001	Longfield, East,	Drumnaforbe,	51	32	83	46	26	72	48	43	1	–
70	2046	Aughaloo,	Knocknaroy,	33	21	54	37	26	63	18	25	1	–
71	2062	Donaghmore,	Donaghmore,	43	32	75	41	35	76	40	37	1	–
72	2063	Pomeroy,	Coolmaghery,	65	43	108	33	15	48	51	25	1*	–
73	2236	Donaghmore,	Drumnafern, Agricul.	58	26	84	56	29	85	36	38	1*	–
74	2254	Donaghenry,	Brickaville, m.	96	–	96	91	–	91	50	50	1*	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of ULSTER: County of TYRONE—*continued.*

Teachers. Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
Agri. Prob.	R.C. E.C.	–	–	–	–	–	3	6 10 6	—	84 0 0	81 0 0	114 13 11	195 13 11	V.T.	15
1ª	—														
1ª	R.C.	–	–	–	–	–	1	0 19 9	—	28 10 0	2 15 9	—	2 15 9		16
3ª	Pres.	–	–	–	–	–	1	0 10 11	—	19 0 0	4 10 0	—	4 10 0	V.T.	17
2ª	Pres.	–	–	–	–	–	1	1 3 1	—	22 0 0	4 18 7	—	4 18 7		18
1ª	R.C.	–	–	–	–	–	1	1 0 8	—	28 10 0	9 2 0	2 12 0	[a]11 14 0		19
2ª	R.C.	–	–	–	1	–	2	1 12 6	—	26 13 4	—	—	—		20
3ª	R.C.	–	–	–	–	1	2	1 7 5	—	24 5 0	2 13 11	7 6 1	10 0 0		21
3ª	R.C.	–	–	–	–	–	1	—	—	19 0 0	2 0 0	—	2 0 0		22
2ª	R.C.	–	–	–	1	–	2	2 5 1	—	30 6 8	10 14 9	—	10 14 9		23
3ª	R.C.	–	–	–	–	–	1	0 18 4	—	16 0 0	1 11 9	—	1 11 9	V.C.	24
3ª	R.C.	–	–	–	–	–	1	0 10 11	—	17 0 0	2 3 6	—	2 3 6	V.C.	25
Prob.	R.C.	–	–	–	–	–	1	1 1 10	1 10 0	4 13 4	0 12 0	—	0 12 0	V.T.	26
3ª	R.C.	–	–	–	–	–	1	1 9 0	—	17 0 0	4 10 0	—	4 10 0		27
3ª	R.C.	–	–	–	–	–	1	1 0 6	—	16 0 0	5 7 1	—	5 7 1	V.T.	28
3ª	R.C.	–	–	–	–	–	1	1 4 9	—	16 0 0	1 10 0	—	1 10 0		29
Prob.	R.C.	–	–	–	–	–	1	2 0 10	—	13 18 4	3 5 4	—	[a]3 5 4		30
Prob.	Pres.	–	–	–	–	–	1	—	—	3 3 4	—	—	—		31
2ª	R.C.	–	–	–	–	–	1	1 14 5	—	25 10 0	4 10 7	—	4 10 7		32
3ª	R.C.	–	–	–	–	–	1	1 2 0	—	16 0 0	2 2 2	—	2 2 2		33
3ª	R.C.	–	–	–	–	–	1	1 8 0	—	16 0 0	5 15 0	—	5 15 0		34
Prob.	E.C.	–	–	–	–	–	1	—	—	11 0 0	3 10 6	—	3 10 6		35
3ª	Pres.	–	–	–	–	–	1	1 0 3	—	16 0 0	2 17 0	—	2 17 0		36
3ª	R.C.	–	–	–	1	–	2	1 0 3	—	12 0 0	1 11 11	—	1 11 11		37
2ª	E.C.	–	–	–	–	–	1	1 7 6	—	22 0 0	2 10 0	2 0 0	4 10 0		38
2ª	E.C.	–	–	–	–	–	1	0 14 5	—	22 0 0	2 4 11	1 1 0	3 5 11		39
2ª	Pres.	–	–	–	–	–	1	2 1 3	—	24 0 0	7 2 1	3 0 0	10 2 1	B.	40
Prob.	R.C.	–	–	–	–	–	1	—	—	10 3 4	0 11 8	—	[a]0 11 8	V.T.	41
3ª	R.C.	–	–	–	–	–	1	1 5 1	—	19 0 0	3 8 4	—	3 8 4		42
1ª	R.C.	–	–	–	–	–	1	0 18 6	—	30 0 0	6 10 0	—	6 10 0	A.	43
1ª	R.C.	–	–	–	–	–	1	0 19 2	—	28 10 0	4 6 1	—	4 6 1		44
–	–	–	–	–	–	–	–	—	—	—	—	—	—	V.T.	45
3ª	R.C.	–	–	–	–	–	1	0 5 0	—	19 0 0	3 0 0	—	[a]3 0 0	A.	46
2ª	R.C.	–	–	–	–	–	1	0 11 3	1 10 0	18 10 0	3 0 0	—	[a]3 0 0		47
2ª	R.C.	–	–	–	1	–	2	1 19 8	—	31 0 0	5 7 7	—	5 7 7	V.T.	48
1ª	R.C.	–	–	–	1	–	2	1 0 8	—	37 6 8	7 0 0	—	7 0 0		49
2ª	Pres.	–	–	–	–	–	1	1 10 0	—	22 11 8	6 8 9	4 0 0	[a]10 8 9	A.	50
3ª	R.C.	–	–	–	–	–	1	0 10 4	1 10 0	16 0 0	4 0 0	—	4 0 0	V.T.	51
3ª	R.C.	–	–	–	–	–	1	1 3 10	1 10 0	14 15 0	2 9 0	—	2 0 0	A.	52
3ª	R.C.	–	–	–	–	–	1	0 14 0	1 10 0	16 0 0	1 17 9	—	1 17 9	V.T.	53
2ª	R.C.	–	–	1	–	–	2	1 4 10	—	28 13 4	7 0 0	—	7 0 0	A.	54
1ª	R.C.	–	–	–	–	–	1	1 7 10	—	28 10 0	3 6 6	—	3 6 6	V.T.	55
3ª	R.C.	–	–	–	–	–	1	1 19 8	1 10 0	19 0 0	5 1 4	—	5 1 4	V.T.	56
3ª	R.C.	–	–	–	–	–	1	0 18 4	—	17 0 0	0 18 6	2 4 0	3 2 6	A.	57
3ª	R.C.	–	–	–	–	–	1	1 3 8	1 17 6	19 0 0	5 4 9	—	5 4 9	B.	58
2ª	R.C.	–	–	–	–	–	1	1 7 9	1 10 0	22 0 0	6 13 5	—	6 13 5	V.T.	59
3ª	R.C.	–	–	–	–	–	1	—	1 10 0	14 0 0	2 3 0	—	2 3 0	V.T.	60
2ª	R.C.	–	–	–	–	–	1	1 13 1	—	19 10 0	5 0 0	—	5 0 0	A.	61
3ª	R.C.	–	–	–	–	–	1	3 10 5	—	17 10 0	4 17 0	—	4 17 0		62
1ª	Pres.	–	–	–	–	–	1	0 16 9	1 10 0	40 5 0	2 16 1	—	[a]2 16 1		63
2ª	R.C.	–	–	–	–	–	1	1 5 2	—	22 0 0	1 3 9	—	1 3 9	A.	64
3ª	Pres.	–	–	–	–	–	1	1 0 4	—	20 0 0	4 13 4	4 0 0	[a]8 13 4	A.	65
3ª	R.C.	–	–	–	–	–	1	0 4 0	—	11 10 0	1 4 6	—	[a]1 4 6	V.T.	66
2ª	R.C.	–	–	–	–	–	1	0 14 6	—	18 0 0	2 16 4	—	2 16 4		67
1ª	R.C.	–	–	–	–	–	1	0 18 6	—	30 0 0	5 10 0	—	5 10 0		68
3ª	R.C.	–	–	–	–	–	1	0 13 1	—	16 0 0	6 17 0	—	6 17 0		69
Prob.	Pres.	–	–	–	–	–	1	0 11 6	—	11 11 8	3 1 7	—	3 1 7		70
Prob.	R.C.	–	–	–	–	–	1	1 11 6	1 10 0	27 3 4	3 2 6	—	3 2 6	V.T.	71
2ª	R.C.	–	–	–	–	–	1	1 18 9	—	20 1 8	5 10 0	3 0 0	8 10 0	V.T.	72
1ª	Pres.	–	–	–	–	–	1	2 7 7	1 8 2	38 5 3	4 18 1	10 9 4	15 7 5		73
1ª	R.C.	–	–	–	–	–	1	—	1 17 6	31 10 0	3 18 2	—	3 18 2	V.T.	74

[b] Taken from Inspector's report.

[c] Temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females.
75	2255	Donaghenry,	Brickaville, f.	–	67	67	–	88	88	24	36	–	1
76	2316	Dromore,	Dromore, m.	76	–	76	64	–	64	43	36	1*	–
77	2320	Pomeroy,	Lisnagleer,	75	65	140	63	63	126	54	45	1*	–
78	2410	Lissan,	Broughderg,	97	45	142	89	62	151	60	42	1*	–
79	2411	Donagheady,	Douratt,	108	72	180	80	65	145	49	21	1	–
80	2412	Clonoe,	Mountjoy,	38	14	52	50	47	97	18	36	1*	–
81	2436	Donaghenry,	Stewartstown,	32	34	66	36	42	78	30	33	1*	–
82	2456	Donacavey,	Blackfort, f.	–	62	62	–	53	53	19	19	–	1
83	2487	Do.	Skelga,	31	24	55	26	27	53	22	19	1*	–
84	2489	Clonfeacle,	Roan, m.	72	–	72	72	–	72	22	30	1	–
85	2490	Do.	Do. f.	–	73	73	–	86	86	20	25	–	1
86	2529	Drumragh,	Ballynahatty,	30	21	51	21	18	[a]39	26	[a]27	1	–
87	2734	Donagheady,	Castlemellon,[b]	–	–	–	–	–	–	–	–	–	–
88	2736	Cappagh,	Calkill,	41	21	62	40	24	64	29	25	1	–
89	2737	Ardstraw,	Tiveny,	59	34	93	55	35	90	56	19	1	–
90	2781	Termonamongan,	Maghernageerah,	44	12	56	45	19	64	34	35	1*	–
91	2782	Camus,	Camus,	56	69	125	41	49	90	88	64	1	–
92	2783	Do.	Derrygalt,	47	26	73	30	25	55	33	37	1*	–
93	2784	Pomeroy,	Claggin,	54	29	83	59	32	91	39	38	1	–
94	2785	Kilskerry,	Crossan,	31	15	46	29	12	41	19	18	1*	–
95	2786	Killyman,	Cavan or Killyman,	52	23	75	52	23	75	36	41	1*	–
96	2787	Kildress,	Gortnacladdy,	82	40	122	71	36	107	65	33	1	–
97	2846	Tormonmaquirk,	Trummogue,	64	30	94	37	18	55	48	28	1*	–
98	2882	Donaghmore,	Tullyallen,	42	43	85	38	30	68	35	27	1	–
99	2954	Errigle Keerogue	Ballygawley, No. 1,	53	42	95	45	36	81	50	40	1	–
100	3009	Kildress,	Orritor Craigs,	31	26	57	26	25	51	36	30	–	1
101	3039	Skirts of Urney,	Castlederg, Workho.	14	17	31	9	21	30	16	21	–	1
102	3046	Clogher,	Sciencien,	61	27	88	57	28	85	35	39	1	–
103	3055	Desertcreat,	Knockaconny,	27	20	47	26	30	[a]56	28	[a]19	–	1
104	3103	Clogher,	Kilbeg,	22	13	35	27	19	46	20	29	1	–
105	3126	Dromore,	Curley,	15	14	29	17	14	31	30	31	1*	–
106	3148	Longfield, East,	Garveyhallion,	31	22	53	27	24	51	23	20	1	–
107	3276	Kilskerry,	Feglish, m.	48	–	48	47	–	47	24	21	1	–
108	3277	Do.	Do. f.	–	33	33	–	34	34	16	14	–	1
109	3345	Cappagh,	Reylaugh,	44	40	84	47	56	103	28	30	1	–
110	3346	Kilskerry,	Trillick, f.	19	30	49	25	37	62	29	29	–	1
111	3463	Cappagh,	Belnatubbert,	35	45	80	22	21	43	29	15	1*	–
112	3476	Donacavey,	Derramona,	42	28	[a]70	34	25	[a]59	[a]16	[a]25	1	–
113	3477	Kilskerry,	Trillick, m.	28	14	42	28	14	42	23	22	1	–
114	3497	Donacavey,	Fintona, f.	12	46	58	11	41	52	25	29	–	1*
115	3511	Dromore,	Aughnamore,	71	36	107	42	21	63	41	28	1*	–
116	3512	Drumragh,	Cavanacam,	65	30	95	76	33	109	64	58	1	–
117	3536	Aughaloo,	Caledon,	–	–	[d]–	38	20	[a]58	–	[a]27	1	–
118	3556	Longfield,	Cornavarra,	37	12	49	24	14	38	22	20	1	–
119	3579	Clogher,	Findermore, f.	–	47	47	–	42	42	22	25	–	1*
120	3587	Clogherney,	Beragh,	52	–	52	42	–	42	33	19	1	–
121	3597	Ardstraw, East,	Killymore,	63	24	87	48	19	67	50	30	1	–
122	3623	Donacavey,	Lisnacrieve,	54	13	67	54	13	67	37	31	1*	–
123	3678	Kilskerry,	Drumharvey,	30	24	54	52	27	79	23	28	1*	–
124	3712	Longfield, West,	Millmount,	30	39	69	28	37	65	31	26	–	1*
125	3713	Kilskerry,	Stranagomer,	52	31	83	48	31	79	30	20	1*	–
126	3734	Clogher,	Carntall,	63	41	104	53	22	75	38	31	1*	–
127	3773	Kilskerry,	Dernagilly,	32	–	32	46	–	46	19	23	1*	–
128	3799	Lissan,	Unagh,	–	–	[d]–	27	20	47	–	28	–	1
129	3802	Barr,	Meenagar,	28	30	[a]58	20	30	[a]50	[a]33	[a]26	–	1*
130	3804	Clogherney,	Seskinare,	66	38	104	42	43	85	35	36	1*	–
131	3846	Arboe,	Albany,	41	27	68	42	25	67	38	34	1*	–
132	3926	Badoney, Upper,	Legcloughfin, m.	115	–	115	75	–	75	45	15	1	–
133	3927	Do.	Do. f.	–	89	89	–	79	79	44	16	–	1
134	3972	Donagheady,	Upper Belix,	47	40	87	32	18	50	46	18	1	–
135	3988	Longfield, West,	Dooish, f.	15	45	60	12	23	35	31	26	–	1
136	4150	Desertcreat,	Rock,	76	38	114	41	32	76	51	40	1	–
137	4151	Arboe,	Mullnahoe, m.	72	–	72	78	–	78	21	25	1	–

[a] Taken from Inspector's report.

[b] Closed.

on the 31st December, 1855.—Province of ULSTER: County of TYRONE—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	15	15	0	3	12	0		—		3	12	0	V.T.	75
1[3]	R.C.	–	–	–	1	–	2	1	11	0		—		32	11	8	6	0	0		—		6	0	0		76
3[1]	E.C.	–	–	–	–	–	1	1	19	9		—		19	0	0	3	19	7		—		3	19	7		77
3[1]	R.C.	–	–	–	–	–	1	0	10	0		—		18	0	0	4	0	0		—		4	0	0	V.T.	78
3[1]	R.C.	–	–	1	–	–	2	0	14	1	1	10	0	20	10	0	1	13	10		—		1	13	10	V.T.	79
1[2]	R.C.	–	–	–	–	–	1	2	0	11	1	10	0	34	0	0	2	7	1		—		2	7	1	B.	80
3[1]	R.C.	–	–	–	–	–	1	0	12	0		—		19	0	0	3	4	0		—		3	4	0	V.T.,B.	81
3[2]	E.C.	–	–	-	–	–	1		—		1	10	0	14	15	0	0	17	6		—		0	17	6	V.C.	82
2[2]	Pres.	–	–	–	–	–	1	1	3	0		—		22	0	0	4	15	9		—		4	15	9	A.	83
3[2]	R.C.	–	–	–	–	–	1	0	11	2		—		16	0	0	2	1	0		—		2	1	0	V T	84
3[2]	R.C.	–	–	–	–	–	1		—			—		13	15	0	1	12	4		—		1	12	4	&B	85
3[2]	Pres.	–	–	–	–	–	1		—		1	10	0	7	10	0	3	0	0		—		[c]3	0	0		86
–	–	–	–	–	–	–	–		—			—			—			—			—			—			87
3[2]	R.C.	–	–	–	–	–	1	0	12	3	1	10	0	16	0	0	2	18	6		—		2	18	6		88
3[2]	R.C.	–	–	–	–	–	1	4	16	11		—		16	0	0	7	15	10		—		[c]7	15	0		89
1[3]	Pres.	–	–	–	–	–	1	3	5	3	1	10	0	28	10	0	3	0	2	1	4	0	4	4	2	A.	90
3[2]	R.C.	–	–	1	–	–	2		—		2	5	0	24	0	0	4	14	0		—		[c]4	14	0	V.T.	91
2[2]	R.C.	–	–	–	–	–	1		—			—		21	0	0	4	15	6		—		4	15	6	V.T.	92
Prob.	Pres.	–	–	–	1	–	2	1	9	2	1	10	0	39	0	0	3	8	9		—		3	8	9	V.T.	93
2[2]	E.C.	–	–	–	–	–	1	0	10	6	1	10	0	22	0	0	0	5	8		—		0	5	8	A.	94
2[1]	R.C.	–	–	–	–	–	1	0	10	7	1	10	0	25	10	0	6	5	4		—		6	5	4	B.	95
3[2]	R.C.	–	–	–	–	–	1	0	11	10	1	10	0	12	10	0	10	2	7		—		[c]10	2	7	V.T.	96
2[2]	R.C.	–	–	–	–	–	1	2	3	11		—		22	0	0	2	0	0		—		2	0	0		97
2[2]	R.C.	–	–	–	–	–	1	1	4	0	1	10	0	22	0	0	2	5	4		—		2	5	4	V.T.,B	98
2[2]	R.C.	–	–	–	–	–	1	1	13	3	1	17	6	22	0	0	2	12	3		—		2	12	3		99
3[2]	Pres.	–	–	–	–	–	1	1	2	6	1	10	0	14	0	0	4	0	7	3	3	0	7	3	7		100
Prob.	R.C.	–	–	–	–	–	1	0	7	4	1	10	0		—			—		3	15	0	3	15	0		101
1[3]	R.C.	–	–	–	–	–	1	0	15	6	1	10	0	29	10	0	6	7	9		—		6	7	9		102
3[2]	Disst.	–	–	–	–	–	1		—			—		9	0	0	4	10	0	2	0	0	6	10	0		103
3[2]	E.C.	–	–	–	–	–	1	0	6	11	1	10	0	15	0	0	5	10	0		—		5	10	0		104
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	19	0	0	2	0	0		—		2	0	0	V.T.	105
3[2]	R.C.	–	–	1	–	–	2	0	14	7	1	10	0	24	0	0	0	18	6		—		0	18	6	V.T.	106
3[2]	E.C.	–	–	–	–	–	1		—			—		12	10	0	0	12	0		—		0	12	0	A.	107
Prob.	R.C.	–	–	–	–	–	1	0	16	9		—		10	13	4	0	14	2		—		0	14	2		108
Prob.	R.C.	–	–	1	–	–	2	1	4	9		—		27	10	0	1	4	6		—		1	4	6	A.	109
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	1	10	0		—		1	10	0		110
3[1]	R.C.	–	–	–	–	–	1	0	12	10	1	10	0	20	10	0	1	6	6		—		1	6	6	V.T.	111
Prob.	–	–	–	–	–	–	1	1	2	6	1	10	1	14	13	4	4	0	0		—		4	0	0		112
3[2]	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	16	0	0	3	15	0		—		3	15	0		113
1[3]	E.C.	–	–	–	–	–	1	0	18	4	1	10	0	22	10	0	3	5	0		—		3	5	0		114
1[3]	R.C.	1	–	–	–	–	2	0	10	0		—		44	10	0	2	10	0		—		2	10	0	V.T.	115
2[2]	E.C.	–	–	–	1	–	2	2	17	4	1	10	0	28	6	8	13	3	6		—		13	3	6		116
Prob.	Pres.	–	–	–	–	–	1	0	12	10		—		6	5	0	0	10	8		—		0	10	8		117
1[3]	R.C.	–	–	–	–	–	1	1	3	9	1	10	0	28	10	0	0	14	3	3	14	0	4	8	3		118
2[1]	Pres.	–	–	–	–	–	1	0	10	10		—		19	10	0	4	0	0		—		4	0	0		119
3[2]	R.C.	–	–	–	–	–	1	0	12	6	1	10	0	16	0	0	3	0	0		—		3	0	0		120
3[2]	Pres.	–	–	–	–	–	1	0	17	1	1	10	0	16	0	0	5	0	6		—		5	0	6		121
2[2]	E.C.	–	–	–	–	–	1	0	15	3	1	10	0	23	0	0	3	7	0		—		[c]3	7	0		122
2[2]	R.C.	–	–	–	–	–	1	0	18	2		—		23	10	0	2	0	0		—		2	0	0		123
2[2]	R.C.	–	–	–	–	–	1	1	14	10		—		18	0	0	1	0	6	0	5	0	1	5	6		124
3[1]	R.C.	–	–	–	–	–	1	1	10	10		—		16	0	0	0	15	0		—		0	15	0		125
2[2]	Pres.	–	–	–	–	–	1	1	10	0		—		22	0	0	3	12	6		—		3	12	6		126
3[2]	R.C.	–	–	–	–	–	1		—			—		16	0	0		—			—			—			127
3[4]	Disst.	–	–	–	–	–	1		—			—			—		2	0	0		—		2	0	0		128
2[2]	R.C.	–	–	–	–	–	1	0	12	9		—		19	0	0	2	10	0		—		2	10	0		129
1[3]	R.C.	–	–	1	1	–	3	2	8	4		—		36	10	0	4	13	1		—		4	13	1		130
3[1]	Pres.	–	–	–	–	–	1	1	16	2		—		19	0	0	3	17	6		—		[c]3	17	6		131
3[1]	R.C.	–	–	–	–	–	1	1	18	1		—		19	0	0	1	0	0	0	7	0	1	7	0	V.T.	132
	R.C.	–	–	–	–	–	1		—			—		18	10	0	0	15	0		—		0	15	0	V.T.	133
2[2]	R.C.	–	–	–	–	–	1	0	5	11		—		12	10	0	1	6	6		—		1	6	6	V.C.	134
Prob.	R.C.	–	–	–	–	–	1	0	10	1		—		11	0	0	7	0	0	1	0	0	8	0	0	V.C.	135
Prob.	R.C.	–	–	–	–	–	1	2	8	5		—		12	10	0	4	11	10		—		4	11	10		136
Prob.	R.C.	–	-	–	–	–	1		—			—		14	5	0	0	10	0	13	5	0	13	15	0		137

[c] Residence rent free for teacher.

[d] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
138	4218	Longfield, West,	Dooish, m.	53	20	73	43	12	55	27	30	1	–
139	4294	Dromore, .	Dromore, f.	–	49	49	–	57	57	22	28	–	1
140	4300	Drumragh, .	Tattysallagh, . .	63	6	69	46	4	50	36	24	1	–
141	4301	Clogherney, .	Beragh, f.	6	54	60	3	59	62	30	29	–	1*
142	4302	Cappagh, . .	Killyclogher, f.	–	66	66	–	78	78	31	39	–	1*
143	4381	Do. . .	Castletown, . .	34	47	81	21	51	72	38	35	1*	–
144	4382	Do. . .	Castleroddy, . .	58	40	98	50	28	78	49	25	1	–
145	4383	Barr, . .	Killyblunac, . .	47	16	63	46	10	56	30	30	1*	–
146	4399	Ardstraw, .	Drumlegagh, m.	34	–	34	54	–	[a]54	28	28	1	–
147	4553	Kilskerry, .	Stralongford, . .	48	20	68	37	20	57	35	21	1	–
148	4554	Clogher, . .	Kilnahushogue, .	71	68	139	56	52	108	71	51	1	–
149	4585	Tamlaght, .	Aughavey, . .	47	27	[a]74	34	19	[a]53	28	30	1	–
150	4609	Ardstraw, .	Aldoehall, . .	39	30	69	43	32	75	34	26	1	–
151	4643	Dromore, .	Tattycorr, . .	13	21	[a]34	22	15	37	22	23	1	–
152	4644	Badoney, Lower,	Aughnamerrigan, .	57	49	106	24	24	48	54	27	1	–
153	4651	Ardstraw, .	Clady, . . .	48	34	82	60	50	110	30	36	1	–
154	4659	Longfield, East,	UpperLongfield,Glebe	20	15	35	15	15	30	23	14	1	–
155	4677	Termonmaquirk,	Sixmilecross, m.	50	15	65	40	19	59	32	30	1*	–
156	4678	Drumragh, .	Ballygowan, . .	49	33	82	35	29	64	43	39	1*	–
157	4679	Termonamongan,	Lisnacloon, f.	20	69	89	40	64	104	32	44	–	1*
158	4698	Badoney, Upper,	Minachrane, . .	60	49	109	66	23	89	45	14	1	–
159	4719	Clogher, . .	Aughadarragh, .	83	44	127	82	45	127	57	41	1	–
160	4749	Drumragh, .	Aughee, . . .	27	15	[a]42	–	–	[a]–	[a]13	–	1*	–
161	4750	Clogher, . .	Ballyscally, . .	51	30	81	42	28	70	25	35	1	–
162	4888	Termonamongan,	Scraghy, . .	56	27	83	43	32	75	35	32	1*	–
163	4926	Derryloran, .	Drumcraw, . .	60	29	89	51	20	71	39	38	1	–
164	4947	Clogherney, .	Dervaghroy, . .	42	37	79	30	29	59	36	29	1*	–
165	4966	Donacavey, .	Barnagh, f.	20	43	63	23	46	69	28	32	–	1*
166	4988	Drumragh, .	New-street, Omagh, .	26	23	49	22	23	45	23	29	1*	–
167	5014	Pomeroy, .	Galbally, . .	105	57	162	70	38	108	66	47	1*	–
168	5026	Badoney, Lower,	Greencastle, m.	82	–	82	77	–	77	41	26	1	–
169	5027	Do. . .	Do. f.	–	52	52	–	50	50	28	18	–	1
170	5028	Ballyclog, .	Brigh, . . .	31	21	52	39	37	76	28	35	1*	–
171	5048	Dromore, .	Mullaghbane, . .	16	19	35	14	12	26	19	14	1	–
172	5051	Kilskerry, .	Knocknagor, . .	35	22	57	28	21	49	31	24	1*	–
173	5066	Carnteel, . .	Aughnacloy, . .	68	–	68	78	–	78	40	44	1*	–
174	5074	Derryloran, .	Cookstown, Workh.	42	33	75	30	37	67	49	52	1 –	– 1
175	5105	Badoney, Upper,	Corick . . .	39	34	73	15	29	44	36	26	1	–
176	5106	Cappagh, .	Aughalane, . .	37	27	64	24	19	43	30	16	1*	–
177	5182	Termonmaquirk,	Drumlester, . .	37	24	61	29	24	53	37	25	1	–
178	5183	Kileeshill, .	Cleenaneece, . .	59	49	108	67	54	121	60	55	1*	–
179	5184	Derryloran, .	Loy, . . .	10	67	[a]77	32	6	[a]38	28	29	–	1
180	5185	Donacavey, .	Derrabard, . .	41	32	73	47	51	98	23	38	1	–
181	5247	Termonmaquirk,	Carrickmore, . .	22	50	72	30	43	72	42	26	–	1*
182	5254	Badoney, Upper,	Castledamph, . .	80	75	155	51	42	93	75	44	1*	–
183	5276	Donaghmore, .	Tullyarran, . .	30	14	44	24	10	34	23	18	1	–
184	5277	ErrigleKeerogue,	Altamuskin, . .	59	28	87	33	23	56	40	21	1*	–
185	5290	Carnteel, . .	Aughnacloy, f.	–	46	46	–	63	63	22	30	–	1*
186	5295	Dromore, . .	Ederney Hill, . .	29	14	43	27	13	40	22	23	1*	–
187	5317	Clogher, . .	Kilclay, . . .	69	25	94	65	21	86	33	30	1	–
188	5329	Ardstraw, . .	Douglass, . .	63	34	97	58	29	87	38	37	1	–
189	5330	Drumragh, .	Drumragh, . .	51	18	69	47	14	61	37	25	1*	–
190	5368	Clogherney, .	Mullaghslinn, . .	68	49	117	37	32	69	65	35	1	–
191	5369	Dromore, . .	Esker, . . .	52	18	70	44	19	63	33	30	1*	–
192	5370	Barr, . .	Lifford, . . .	38	12	50	39	16	55	30	27	1	–
193	5371	Termonmaquirk,	Benchran, . .	110	86	196	88	60	148	43	35	1	–
194	5372	Clogherney, .	Tullyrush, . .	60	26	86	49	34	83	31	25	1	–
195	5410	Ardstraw, . .	Garvetagh, . .	37	32	69	36	43	79	33	33	1*	–
196	5432	Do. . .	Leafordrum, . .	32	29	61	14	21	35	30	24	1*	–
197	5433	Do. . .	Lisnatummy, . .	58	45	103	49	37	86	46	45	1*	–
198	5455	Dromore, . .	Doocrock, . .	69	55	124	68	49	117	31	29	1*	–
199	5515	Donagheady, .	Killena, . . .	65	31	96	42	28	70	41	30	1*	–

[a] Taken from Inspector's report.

on the 31st December, 1855.—Province of ULSTER: County of TYRONE—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.				Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.			Vested or Non-Vested.	Number.
Teachers.		Assistants			Monitors.											
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.	Subscriptions.	Total Amount of Local Contributions.		
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
3[2]	R.C.	–	–	–	–	–	1	1 6 6	—	19 0 0	—	—	—	v.c.	138
2[1]	R.C.	–	–	–	–	–	1	1 15 0	1 10 0	19 10 0	2 0 0	—	2 0 0		139
3[2]	R.C.	–	–	–	–	–	1	1 5 10	—	16 0 0	5 19 6	—	5 19 6		140
1[2]	R.C.	–	–	–	–	1	2	0 16 9	1 10 0	32 13 4	2 0 0	—	2 0 0		141
1[3]	R.C.	–	–	–	–	–	1	1 15 0	1 10 0	21 10 0	2 6 6	—	2 6 6		142
3[2]	R.C.	–	–	1	–	–	2	1 15 10	1 10 0	24 0 0	3 11 10	—	3 11 10		143
Prob.	R.C.	–	–	–	1	–	2	0 14 11	1 10 0	30 5 0	2 5 2	—	2 5 2		144
3[1]	R.C.	–	–	–	–	–	1	0 6 11	—	19 0 0	0 12 6	—	0 12 6		145
3[1]	Pres.	–	–	–	–	–	1	0 11 9	—	15 13 4	2 11 9	—	2 11 9		146
3[2]	R.C.	–	–	–	–	–	1	0 14 4	1 10 0	17 0 0	1 10 0	—	1 10 0		147
1[2]	R.C.	–	1	–	1	–	3	3 6 3	1 17 6	46 13 4	8 4 6	0 10 0	8 14 6		148
Prob.	Pres.	–	–	–	–	–	1	0 17 11	1 10 0	14 16 8	2 13 0	—	2 13 0		149
3[2]	R.C.	–	–	–	–	–	1	0 9 8	1 10 0	16 0 0	1 11 0	—	1 11 0		150
Prob.	R.C.	–	–	–	–	–	1	0 16 11	1 10 0	13 18 4	—	—	—		151
Prob.	R.C.	–	–	1	–	–	2	1 0 10	1 10 0	20 16 8	3 0 0	—	3 0 0		152
Prob.	Pres.	–	–	–	–	–	1	0 15 4	1 10 0	12 10 0	4 19 6	—	4 19 6		153
3[2]	E.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	—	—	[b]—		154
3[1]	Pres.	–	–	–	–	–	1	—	1 10 0	19 0 0	15 0 0	—	15 0 0		155
2[1]	R.C.	–	–	–	1	–	2	1 4 8	1 10 0	30 6 8	5 0 0	—	5 0 0		156
1[3]	E.C.	–	–	–	–	–	1	1 6 4	1 10 0	24 10 0	0 12 0	4 0 0	4 12 0		157
3[2]	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	5 4 0	—	5 4 0		158
Prob.	R.C.	–	–	–	–	–	1	2 0 8	—	12 10 0	3 11 6	4 0 0	7 11 6		159
3[1]	–	–	–	–	–	–	1	—	—	17 10 0	—	—	—	v.c.	160
2[2]	R.C.	–	–	–	–	–	1	2 3 6	—	22 0 0	5 0 0	—	5 0 0	v.c.	161
3[2]	R.C.	–	–	–	–	–	1	1 7 4	—	16 0 0	1 3 0	—	1 3 0	v.c.	162
Prob.	Pres.	–	–	–	–	–	1	2 6 5	—	12 10 0	7 9 9	—	7 9 9	v.c.	163
3[1]	Pres.	–	–	–	–	–	1	2 2 1	1 10 0	19 0 0	2 2 5	—	2 2 5		164
3[1]	R.C.	–	–	–	–	–	1	0 10 1	—	16 0 0	1 8 11	—	1 8 11		165
2[2]	Pres.	–	–	–	–	–	1	3 3 4	—	22 0 0	10 19 7	—	10 19 7		166
2[1]	R.C.	–	–	–	–	–	1	2 11 3	—	23 10 0	5 1 6	—	5 1 6		167
3[2]	R.C.	–	–	–	–	–	1	1 16 8	—	16 0 0	2 5 0	—	2 5 0		168
Prob.	R.C.	–	–	–	–	–	1	0 14 8	—	17 15 0	2 10 0	—	2 10 0		169
3[1]	Pres.	–	–	–	–	–	1	1 12 5	0 19 6	19 0 0	6 13 8	—	6 13 8		170
3[2]	Pres.	–	–	–	–	–	1	—	—	16 0 0	0 10 6	—	0 10 6	v.c.	171
3[1]	R.C.	–	–	–	–	–	1	1 9 1	—	19 0 0	2 10 0	—	2 10 0		172
2[2]	R.C.	–	–	–	–	–	1	0 10 5	—	22 0 0	2 19 2	—	2 19 2		173
Prob.	Pres }	–	–	–	–	–	2	1 14 8	—	—	—	—	—		174
Prob.	E.C. }														
3[2]	R.C.	–	–	–	–	–	1	0 12 3	—	16 0 0	2 15 0	5 5 0	[b]8 0 0		175
3[1]	R.C.	–	–	–	–	–	1	—	—	19 0 0	1 3 3	—	1 3 3		176
3	R.C.	–	–	–	–	–	1	0 11 6	—	16 0 0	3 2 6	—	3 2 6		177
2[2]	Pres.	–	–	1	–	–	2	0 16 10	—	30 0 0	—	—	—		178
3[1]	Disst.	–	–	–	–	–	1	0 18 7	—	16 0 0	16 4 5	—	16 4 5		179
3[2]	E.C.	–	–	1	–	–	2	2 5 7	—	21 13 4	1 0 3	13 10 0	[b]14 10 3		180
3[1]	R.C.	–	–	–	–	–	1	1 0 0	—	16 0 0	3 0 0	—	3 0 0		181
3[1]	Pres.	–	–	1	–	–	2	2 9 3	1 17 6	28 10 0	8 15 4	—	8 15 4	v.c.	182
3[1]	Pres.	–	–	–	–	–	1	0 10 11	—	13 13 4	2 18 6	2 0 0	4 18 6		183
2[2]	R.C.	–	–	–	–	–	1	1 11 4	—	22 0 0	6 1 10	—	6 1 10		184
2[2]	R.C.	–	–	–	–	–	1	—	—	18 0 0	3 10 0	—	3 10 0		185
1[3]	Pres.	–	–	–	–	–	1	1 1 0	—	28 10 0	4 0 0	—	4 0 0		186
3[1]	R.C.	–	–	–	–	–	1	0 10 10	—	20 10 0	3 11 6	—	3 11 6		187
3[1]	Pres.	–	–	–	–	–	1	1 18 11	—	19 0 0	5 7 1	—	5 7 1		188
3[1]	E.C.	–	–	–	–	–	1	2 18 3	0 19 6	17 10 0	1 10 2	1 0 0	[b]3 10 2		189
3[2]	R.C.	–	–	–	–	–	1	1 9 9	—	16 0 0	5 2 6	—	5 2 6		190
3[1]	R.C.	–	–	–	–	–	1	0 12 3	—	19 0 0	2 0 0	—	2 0 0		191
3[2]	R.C.	–	–	–	–	–	1	0 11 11	—	16 0 0	1 0 0	—	1 0 0		192
3[2]	R.C.	–	–	–	–	–	1	1 0 4	1 10 0	16 0 0	1 2 0	—	1 2 0		193
3[2]	Pres.	–	–	–	–	–	1	2 8 6	—	16 0 0	1 16 3	—	1 16 3		194
2[2]	Pres.	–	–	–	–	–	1	3 13 6	—	22 0 0	4 0 7	1 4 0	5 4 7		195
3[2]	E.C.	–	–	–	–	–	1	0 14 4	1 10 0	16 0 0	1 15 6	—	1 15 6		196
1[3]	E.C.	–	–	1	–	–	2	0 13 2	1 10 0	38 0 0	4 15 0	—	4 15 0		197
3[1]	R.C.	–	–	–	–	–	1	0 16 4	—	19 0 0	1 10 0	—	1 10 0		198
2[1]	R.C.	–	–	1	–	–	2	1 9 9	1 10 0	32 0 0	9 12 8	—	9 12 8	v.c.	199

[b] Residence rent free for teacher. [c] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
200	5526	Termonmaquirk,	Crocknascallogue, .	53	17	70	34	16	50	36	22	1	–
201	5527	Kilskerry, .	Cabra, . . .	40	28	68	34	35	69	27	25	1	–
202	5528	Aughalurcher, .	Alderwood, f.	25	19	44	29	21	50	22	26	–	1*
203	5530	Cappagh, . .	Camowen, . .	34	17	51	35	15	50	35	29	1	–
204	5531	Do. . .	Edenderry, . .	29	26	55	33	23	56	30	30	1	–
205	5646	Badoney, Upper,	Letterbratt, m.	76	–	76	69	–	69	51	23	1*	–
206	5677	Longfield, East, .	Dressog, Agricultural,	71	51	122	48	41	89	53	39	1	–
207	5678	Badoney, Upper,	Letterbratt, f.	–	67	67	–	68	68	34	30	–	1*
208	5680	Clogherney, .	Curr, . . .	66	28	94	28	20	48	40	20	1	–
209	5695	Do. . .	Radargan, Upper, .	40	22	62	32	10	42	37	23	1*	–
210	5722	Errigle Keerogue	Garvaghry, . .	27	17	44	18	11	29	25	9	1	–
211	5723	Dromore, . .	Drumlish, . .	51	18	69	52	26	78	31	25	1*	–
212	5766	Longfield, West,	Carrick, . . .	41	26	67	36	17	53	26	21	1	–
213	5767	Do. . .	Lackagh, . .	18	12	30	27	18	45	20	29	1*	–
214	5833	Errigle Keerogue	Altcloughfin, . .	52	21	73	45	25	70	38	28	1*	–
215	5834	Ardstraw, . .	Crosh, . . .	43	38	81	33	28	61	29	24	1	–
216	5848	Termonamongan,	Third Corgary, .	25	20	45	44	30	74	25	27	1	–
217	5849	Urney, . .	Urney, f.	6	52	58	13	53	66	28	34	–	1*
218	5864	Arboe, . .	Drumaney, . .	53	34	87	55	33	88	31	31	1	–
219	5865	Do. . .	Arboe (Old), . .	70	32	102	42	21	63	39	27	1	–
220	5903	Longfield, West,	Barovy, . . .	30	18	48	18	10	28	24	14	1	–
221	5939	Do. . .	Drumquin, . .	30	8	38	19	10	29	28	18	1	–
222	5956	Dromore, .	Aughnamoe, f.	34	60	94	28	72	100	16	16	–	1*
223	5957	Termonmaquirk,	Clare, f.	32	34	66	40	30	70	33	27	–	1*
224	5958	Errigle Keerogue	Turnaskea, . .	48	45	93	31	35	66	35	23	1*	–
225	6029	Termonmaquirk,	Sixmilecross, f.	5	40	45	4	39	43	34	25	–	1
226	6030	Ardstraw, .	Birnaghs, . .	40	22	62	54	25	79	35	41	1	–
227	6104	Cappagh, . .	Tattynure, . .	45	21	66	30	14	44	41	25	1*	–
228	6134	Arboe, . .	Ballymaguire, . .	39	26	65	41	26	67	30	30	1	–
229	6135	Cappagh, . .	Erganagh, f.	–	56	56	–	51	51	24	20	–	1*
230	6169	Dromore, . .	Trummery, f.	20	56	76	24	65	89	28	26	–	1
231	6204	Cappagh, . .	Tircur, . . .	75	38	113	83	44	127	31	22	1	–
232	6205	Ardstraw, .	Beaghs, . . .	46	19	65	34	14	48	36	28	1*	–
233	6251	Arboe, . .	Arboe, . . .	56	39	95	41	34	75	26	35	1	–
234	6265	Donaghmore, .	Gortnaglush, . .	40	21	61	36	20	56	33	34	1	–
235	6315	Leckpatrick, .	Strabane, Workhouse,	61	61	122	71	68	139	63	52	1	–
												–	1
236	6316	Cappagh, . .	Omagh, Workhouse,	80	75	155	89	66	155	100	81	1	–
												–	1
237	6328	Drumragh, .	Omagh, f.	–	110	110	–	110	110	83	73	–	1
238	6366	Donacavey, .	Tyreenan, f.	25	50	75	33	30	63	31	31	–	1
239	6494	Cappagh, . .	Recarson, . .	43	31	74	31	34	65	45	33	1	–
240	6754	Badoney, Lower,	Greenan, . .	77	38	115	32	16	48	50	31	1	–
241	6755	Do. . .	Culoohillion, . .	26	26	52	23	24	47	70	28	1	–
242	6756	Do. . .	Glenmacofer, . .	59	49	108	45	34	79	59	29	1	–
243	6764	Longfield, West,	Drumgallon, . .	39	14	53	22	19	41	30	23	1	–
244	6765	Donaghmore, .	Dernaseer, . .	52	30	82	40	30	70	37	30	1	–
245	6807	Urney, . .	Bridge End, . .	55	33	88	64	36	100	55	50	1*	–
246	6822	Lower Longfield,	Mulnavan Lodge, f.	23	33	56	23	30	53	26	25	–	1*
247	6858	Pomeroy, . .	Pomeroy, f.	–	101	101	–	76	76	39	31	–	1
248	6909	Clogherney, .	Clogherney, . .	57	27	84	66	35	101	41	49	1*	–
249	6954	Lower Badony, .	Liscable, . .	40	28	68	39	26	65	33	29	1	–
250	7001	Donaghcavey, .	Aughafad, . .	79	33	112	74	31	105	49	37	1	–
251	7024	Camus, . .	Strabane, . .	71	3	74	97	–	97	54	62	1	–
252	7046	Clogherney, .	Killadroy, . .	80	60	140	24	25	49	76	46	1	–
253	7065	Drumragh, .	Tattysallagh, f.	6	44	50	7	46	53	29	26	–	1
254	7126	Ardboe, . .	Mullinahoe, f.	–	73	73	–	90	90	31	35	–	1*
255	7150	Donaghendry, .	Stewartstown, No. 2, .	45	10	55	30	6	36	31	22	1*	–
256	7151	Ardstraw, West, .	Drumnabay, . .	41	48	89	73	44	117	42	58	1	–
257	7184	Lower Badony, .	Gortin, m.	52	–	52	47	–	47	30	24	1*	–
258	7185	Do. . .	Do. f.	–	52	52	–	38	38	37	24	–	1*
259	7202	Kildress, . .	Drumshambo, f.	12	51	63	11	74	85	24	35	–	1*
260	7204	Kilskeny, . .	Cluncandra, . .	37	36	73	37	46	83	46	30	1	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of ULSTER: County of TYRONE—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3²	Pres.	–	–	–	–	–	1	0	10	0	—			16	0	0	1	15	11	—			1	15	11		200
3²	R.C.	–	–	–	–	–	1	0	15	11	—			12	10	0	2	0	0	—			2	0	0		201
3¹	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	5	0	—			1	5	0		202
3²	R.C.	–	–	–	–	–	1	0	19	3	—			15	10	0	1	10	0	—			1	10	0		203
3²	E.C.	–	–	–	–	–	1	0	4	0	—			16	0	0	2	2	8	—			[a]2	2	8		204
2¹	E.C.	–	–	–	–	–	1	—			—			25	10	0	4	19	0	—			4	19	0	v.c.	205
2²	Pres.	–	–	–	–	1	2	1	2	11	1	10	0	27	15	0	4	6	3	—			4	6	3	v.c.	206
1³	E.C.	–	–	–	–	1	2	0	17	1	—			29	6	8	4	0	0	—			4	0	0	v.c.	207
3²	R.C.	–	–	–	–	–	1	0	14	9	1	10	0	16	0	0	4	0	0	—			4	0	0		208
2²	R.C.	–	–	–	–	–	1	0	7	6	1	10	0	22	0	0	3	0	0	—			3	0	0		209
Prob.	Disst.	–	–	–	–	–	1	0	2	8	1	10	0	11	11	8	—			—			—				210
2²	R.C.	–	–	–	–	–	1	1	11	7	1	10	0	22	0	0	2	7	6	1	10	0	3	17	6		211
3²	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	2	0	0	—			2	0	0		212
3¹	R.C.	–	–	–	–	–	1	—			—			19	0	0	4	5	6	—			4	5	6		213
3¹	R.C.	–	–	–	–	–	1	1	10	11	1	10	0	19	0	0	2	11	10	—			2	11	10		214
Prob.	E.C.	–	–	–	–	–	1	0	13	3	1	10	0	15	5	0	3	0	0	—			3	0	0		215
Prob.	R.C.	–	–	–	–	–	1	0	18	8	1	10	0	10	13	4	1	0	0	—			1	0	0		216
1³	Pres.	–	–	–	–	–	1	0	14	10	1	10	0	22	10	0	3	13	6	—			3	13	6		217
3¹	E.C.	–	–	–	–	–	1	1	0	9	1	10	0	16	0	0	0	12	10	4	0	0	4	12	10		218
3¹	R.C.	–	–	–	–	–	1	2	13	3	1	10	0	19	0	0	3	0	6	3	10	0	6	10	6		219
3²	R.C.	–	–	–	–	–	1	0	6	1	1	10	0	16	8	4	—			—			—				220
3²	Pres.	–	–	–	–	–	1	1	8	1	—			16	0	0	2	0	9	—			2	0	9		221
3¹	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	0	0	—			1	0	0		222
3¹	R.C.	–	–	–	–	–	1	—			0	19	6	16	0	0	—			—			[a]—				223
3¹	R.C.	–	–	–	–	–	1	0	13	7	—			19	0	0	4	8	0	1	4	6	5	12	6		224
3²	E.C.	–	–	–	–	–	1	0	11	1	—			14	0	0	3	15	6	—			3	15	6		225
Prob.	R.C.	–	–	–	–	–	1	1	11	11	—			12	10	0	5	14	4	—			5	14	4		226
2¹	Pres.	–	–	–	–	–	1	1	7	9	—			23	0	0	1	7	0	—			1	7	0	v.c.	227
3¹	E.C.	–	–	–	–	–	1	—			—			16	0	0	3	15	7	2	0	0	5	15	7		228
1³	E.C.	–	–	–	–	–	1	1	0	4	—			21	10	0	0	11	1	2	0	0	[a]2	11	1		229
3²	R.C.	–	–	–	–	–	1	0	7	0	—			14	0	0	1	0	0	—			1	0	0		230
Prob.	E.C.	–	–	–	–	–	1	0	15	6	—			13	5	10	0	12	2	—			0	12	2		231
3¹	E.C.	–	–	–	–	–	1	1	8	2	—			20	10	0	2	0	0	—			2	0	0		232
3²	E.C.	–	–	–	–	–	1	0	14	0	—			16	0	0	0	7	6	4	12	6	5	0	0		233
Prob.	Pres.	–	–	–	–	–	1	1	1	7	—			8	5	0	3	0	11	—			3	0	11		234
Prob.	E.C. } Pres }	–	–	–	–	–	2	8	17	4	—			12	0	0	—			—			—				235
Prob.	E.C. } 1³ E.C. }	–	–	–	–	–	2	—			—			—			—			—			—				236
Prob.	R.C.	–	–	–	–	–	1	—			—			13	10	0	—			—			—				237
Prob.	R.C.	–	–	–	–	–	1	1	7	2	—			12	15	0	1	10	0	—			1	10	0		238
3²	R.C.	–	–	1	1	–	3	1	4	3	1	10	0	27	6	8	2	8	6	—			2	8	6		239
Prob.	E.C.	–	–	–	–	–	1	2	1	8	—			12	10	0	2	0	0	3	8	10	5	8	10		240
Prob.	E.C.	–	–	–	–	–	1	1	7	9	—			12	10	0	2	13	4	—			2	13	4		241
3²	R.C.	–	–	–	–	–	1	1	10	7	—			22	13	4	4	5	3	—			4	5	3		242
Prob.	Pres.	–	–	–	–	–	1	0	14	8	—			12	10	0	3	11	3	1	4	0	4	15	3		243
3²	R.C.	–	–	–	–	–	1	0	5	6	—			16	0	0	2	5	0	—			2	5	0		244
1²	R.C.	–	–	–	–	–	1	2	18	10	—			36	10	0	25	13	11	—			25	13	11		245
3²	E.C.	–	–	–	–	–	1	0	5	8	—			14	0	0	2	0	0	—			2	0	0		246
2²	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	10	4	—			1	10	4		247
1³	E.C.	–	–	–	–	–	1	4	7	8	—			27	0	0	10	0	0	15	0	0	25	0	0		248
3²	E.C.	–	–	–	–	–	1	0	14	9	—			16	0	0	4	10	6	5	0	0	[a]9	10	6		249
Prob.	R.C.	–	–	–	–	–	1	0	11	6	—			14	0	0	2	4	10	—			2	4	10		250
3¹	Pres.	–	–	–	–	–	1	5	13	1	—			15	10	0	25	18	7	10	0	0	35	18	7		251
3¹	Pres.	–	–	–	–	–	1	2	1	6	—			16	10	0	10	0	0	—			10	0	0		252
Prob.	R.C.	–	–	–	–	–	1	0	5	6	—			11	0	0	4	14	6	—			4	14	6		253
1³	R.C.	–	–	–	–	–	1	1	0	3	—			23	1	8	—			—			—				254
2¹	Pres.	–	–	–	–	–	1	5	13	4	4	19	6	27	15	0	3	10	6	—			3	10	6		255
Prob.	R.C.	–	–	–	–	–	1	1	2	1	—			15	5	0	9	0	9	—			9	0	9		256
3¹	E.C.	–	–	–	–	–	1	1	7	4	5	0	0	13	0	0	4	12	6	7	12	8	12	5	2		257
3¹	E.C.	–	–	–	–	–	1	1	8	9	5	0	0	11	0	0	4	19	0	1	0	0	5	19	0		258
2²	E.C.	–	–	–	–	–	1	1	2	3	4	10	0	12	13	4	4	7	4	—			[a]4	7	4		259
3²	E.C.	–	–	–	–	–	1	—			4	10	0	13	10	0	1	18	0	—			1	18	0		260

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
261	7289	Termonmaquirk,	Brackey, . .	–	–	[a]–	80	35	115	[a]–	[b]58	1	–
262	7290	Camus, . .	Strabane, f.	–	–	[a]–	7	49	56	[a]–	39	–	1
263	7322	Errigle Keerogue	Falahern, . .	–	–	–	–	–	[a]–	–	[a]–	1	–
264	7323	Termonamongan,	Tullychar, . .	–	–	–	–	–	[a]–	–	[a]–	1	–
			Total in Tyrone,	11,814	8,298	20,112	10,372	7,895	18,267	9,435	8,120	211	56

[a] Not taken into connexion until after this date.

SUMMARY in Counties, of 1,882 Schools

Counties.	No. of Schools.	Number of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females.	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Teachers, tresses, Principal Teachers. Males.	Females.	Assistants. Males.	Females.
Antrim, .	348	16,407	11,742	28,149	16,957	14,010	30,967	12,933	14,900	279	72	11	16
Armagh, .	119	6,122	4,151	10,273	6,510	4,788	11,298	4,578	4,947	88	30	10	4
Cavan, . .	178	7,705	6,319	14,024	7,844	6,693	14,537	6,476	6,853	125	57	2	1
Donegal, .	240	10,969	7,850	18,819	9,344	7,155	16,499	8,577	7,113	193	53	–	5
Down, . .	293	13,023	8,824	21,847	14,265	11,499	25,764	10,440	12,497	234	65	9	4
Fermanagh, .	132	5,254	3,364	8,618	5,254	3,801	9,055	3,647	3,861	113	18	–	–
Londonderry,	172	7,094	5,352	12,446	6,498	5,908	12,406	6,021	6,125	134	42	2	–
Monaghan, .	136	6,562	4,748	11,310	6,308	4,822	11,130	4,468	4,536	117	24	–	–
Tyrone, . .	264	11,814	8,298	20,112	10,372	7,895	18,267	9,435	8,120	211	56	1	1
Total, .	1,882	84,950	60,648	145,598	83,352	66,571	149,923	66,575	68,952	1,494	417	35	31

on the 31st December, 1855.—Province of ULSTER : County of TYRONE—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.			Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.			Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.	Subscriptions.	Total Amount of Local Contributions.		
Class.	Religion.	Males.	Females.		Males.	Females.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
3[1]	–	–	–	–	–	–	1	2 0 0	5 0 0	3 6 8	7 0 0	—	7 0 0		261
2[2]	Pres.	–	–	–	–	–	1	—	4 10 0	2 3 4	—	—	—		262
Prob.	R.C.	–	–	–	–	–	1	—	4 10 0	—	0 15 0	—	0 15 0		263
3[1]	E.C.	–	–	–	–	–	1	—	5 0 0	—	1 0 6	—	1 0 6		264
		1	1	15	16	5	305	295 4 9	168 18 6	5,053 17 9	991 13 1	288 8 4	1,280 1 5		264

[b] Taken from Inspector's report.

in operation in the Province of ULSTER.

Assistants, Workmis- and Monitors.				Aid granted during the Year ending the 31st December, 1855.			Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.		
Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.	Subscriptions.	Total Amount of Local Contributions.
	Males.	Females.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
16	16	8	418	576 18 8	298 5 3	7,309 8 1	2,650 0 10	875 19 3	3,526 0 1
7	3	8	150	164 1 9	120 4 0	2,382 10 0	533 17 9	316 17 5	850 15 2
10	7	9	211	185 18 1	180 13 6	3,084 16 8	473 1 2	83 15 9	556 16 11
15	12	6	284	242 13 1	155 9 8	4,584 3 4	707 6 2	391 16 7	1,099 2 9
13	17	10	352	465 10 10	266 3 8	6,003 3 4	2,450 17 0	630 3 1	3,081 0 1
5	5	3	144	124 6 1	107 14 6	2,397 17 6	410 10 2	71 3 6	481 13 8
13	16	4	211	260 17 11	231 3 9	3,456 3 4	813 19 1	531 13 8	1,345 12 9
12	9	3	165	164 13 10	96 1 8	2,623 13 6	487 14 10	208 0 3	695 15 1
15	16	5	305	295 4 9	168 18 6	5,053 17 9	991 13 1	288 8 4	1,280 1 5
106	101	56	2,240	2,480 5 0	1,624 14 6	36,895 13 6	9,519 0 1	3,397 17 10	12,916 17 11

I.—List of Five Thousand One Hundred and Twenty-four Schools

MUNSTER—

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the ROLLS, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
1	441	Ruan,	Ruan,	56	66	122	75	73	148	48	63	1*	–
2	443	Drumcliff,	N. T. Stackpool, m.	163	–	163	138	–	138	55	54	1*	–
3	446	Ennistymon, or Kilmonaheen,	Ennistymon, m.	267	–	267	250	–	250	148	145	2	–
4	448	St. Patrick's,	Parteen, Ord. Agri. m.	86	–	86	97	–	97	60	46	1*	–
5	449	Do.	Do. f.	–	96	96	–	92	92	45	42	–	1
6	1180	Killineboy,	Richmond,	118	–	118	120	–	120	78	83	1	–
7	1263	Clonlea,	Belvoir, Mod. Agri. m.	–	–	[c]–	47	–	[b]47	–	[b]29	1*	–
8	1264	Ruan,	Moyhee, m.	81	–	81	55	–	55	32	20	1	–
9	1265	Killadysert,	Kildysart, m.	68	–	68	77	–	77	40	49	1*	–
10	1394	Ennistymon, or Kilmonaheen,	Ennistymon, f.	–	85	85	–	108	108	58	67	–	1*
11	1538	Killadysert,	Kildysart, f.	–	80	80	–	88	88	68	85	–	1*
12	1683	Kilfinaghta,	Sixmilebridge, m.	59	–	59	58	–	58	30	30	1	–
13	1763	Killone,	Newhall,	101	159	260	65	135	200	35	44	1*	–
14	1825	Clonlea,	Belvoir, f.	–	47	[b]47	–	47	[b]47	[b]21	[b]21	–	1
15	1842	Tulla,	Tulla, m.	122	–	122	167	–	167	60	62	1*	–
16	1951	Kiltilagh,	Ballynalacken, Agr. m.	67	–	67	74	–	74	28	36	1	–
17	2155	Kilfenora,	Kilfenora, m.	92	–	92	91	–	91	43	41	1	–
18	2165	Do.	Do. f.	–	77	77	–	98	98	48	56	–	1*
19	2189	Kilchreest,	Ballinacally, m.	65	–	65	45	–	45	30	22	1	–
20	2190	Do.	Do. f.	–	–	[c]–	–	–	[c]–	–	–	–	1
21	2356	Bunratty,	Clonmoney, m.	104	–	104	110	–	110	37	53	1	–
22	2357	Do.	Do. f.	–	77	77	–	93	93	39	50	–	1*
23	2381	Kilfearagh,	Kilkee, m.	165	–	165	196	–	196	88	111	1*	–
24	2382	Do.	Do. f.	–	164	164	–	169	169	60	73	–	1
25	2383	Inchicronan,	Ballanruan,	58	66	124	74	79	153	59	66	1*	–
26	2439	Feakle,	Feakle, Ord. Agri. m.	182	–	182	186	–	186	82	108	1*	–
27	2440	Do.	Do. f.	–	166	166	–	166	166	69	95	–	1
28	2460	Tomfinlough,	Newmarket-on-Fergus, m.	87	–	87	81	–	81	42	42	1*	–
29	2461	Do.	Do. f.	–	179	179	–	138	138	60	69	–	1
30	2492	Kilfinaghta,	Sixmilebridge, f.	–	100	100	–	101	101	50	54	–	1
31	2703	Tulla,	Tulla, f.	–	113	113	–	135	135	60	70	–	1
32	3000	Clare Abbey,	Clare, m.	120	–	120	115	–	115	54	55	1	–
33	3004	Kilconry,	Stonehall, m.	91	–	91	106	–	106	36	43	1	–
34	3005	Do.	Do. f.	–	50	50	–	76	76	36	48	–	1*
35	3041	Kiltilagh,	Balynalacken, f.	–	67	67	–	72	72	25	31	–	1
36	3198	Kilmoon,	Caherbullog,[d] m.	–	–	–	–	–	–	–	–	–	–
37	3199	Do.	Do.[d] f.	–	–	–	–	–	–	–	–	–	–
38	3204	Do.	Rathbane, m.	29	–	29	42	–	42	15	25	1	–
39	3266	Drumcliff,	Ennis Gaol,	179	106	285	147	61	208	33	40	1	–
40	3288	Do.	Ennis, Workh.	162	292	454	146	253	399	283	316	1	2
41	3320	Killaloe,	Killaloe, m.	120	–	120	159	–	159	67	102	1*	–
42	3321	Kilrush,	Kilrush, m.	640	–	640	647	–	647	111	135	1*	–
43	3323	Killaloe,	Killaloe, f.	–	173	173	–	208	208	88	121	–	1*
44	3373	Kiltinanlea,	Sallybank, Mod. Agr.	49	39	88	66	46	112	37	49	1*	–
45	3399	Feakle,	Knocknageeha, m.	106	–	106	104	–	104	29	28	1	–
46	3400	Do.	Drumindoora, m.	53	45	98	52	48	100	60	42	1*	–
47	3408	Tomgraney,	Scariff, Workh.	131	149	280	120	140	260	232	209	1	1
48	3484	Kilseily,	Broadford, m.	83	–	83	105	–	105	39	51	1	–
49	3489	Kilrush,	Kilrush, Workh.	332	304	[b]636	290	211	501	495	410	1	1
50	3534	Kilmanaheen,	Ennistymon, Workh.	105	180	285	137	100	237	209	215	2	–*
51	3667	Clare Abbey,	Clare, f.	–	42	42	–	78	78	23	29	–	1
52	3764	Kilfarboy,	Miltown Malbay, m.	198	–	198	228	–	228	96	119	1*	–*
53	3765	Do.	Do. f.	–	133	133	–	212	212	50	99	–	1
54	3829	Killaloe,	Carrowbann,	52	38	90	51	42	93	28	35	1	–
55	3897	Kilmacruhy,	St. Bridget's, m.	69	–	69	73	–	73	41	32	1*	–

* Residence rent free for teacher.

[b] Taken from Inspector's report.

in operation on the 31st December, 1855.—Province of MUNSTER.

1,270 Schools.

CLARE—160 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.				Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.		Free Stock.		Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.		School Fees.		Subscriptions.		Total Amount of Local Contributions.			
Class.	Religion.	Males.	Females.		Males.	Females.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.			
2[2]	R.C.	–	–	1	–	–	2	0 17 0		—		30 0 0		3 12 6		—		3 12 6		V.C.	1
2[2]	R.C.	–	–	–	–	–	1	—		—		22 0 0		3 6 0		—		3 6 0		V.T.	2
Monks	R.C.	–	–	–	1	–	3	4 18 7		—		42 11 8		—		25 0 0		25 0 0			3
1[3]	R.C.	1	–	–	–	–	2	4 17 6		—		45 0 8		3 11 10		8 0 0		[a]11 11 10			4
3[1]	R.C.	–	–	–	–	1	2	—		—		20 10 0		0 11 0		5 10 0		[a]6 1 0			5
3[2]	R.C.	–	–	–	1	–	2	0 13 5		2 5 0		16 16 8		4 2 6		—		4 2 6			6
2[2]	—	–	–	–	–	–	1	—		—		25 2 0		—		—		—		V.T.	7
Prob.	R.C.	–	–	–	–	–	1	—		1 10 0		12 16 8		0 19 6		—		0 19 6		A.	8
1[3]	R.C.	–	–	–	1	–	2	2 2 7		1 17 6		32 16 8		8 0 0		—		8 0 0		V.T.	9
3[1]	R.C.	–	–	–	–	–	1	1 0 0		—		17 0 0		—		5 0 0		[a]5 0 0		V.T.	10
2[2]	R.C.	–	1	–	–	–	2	1 3 8		1 17 6		25 15 0		12 0 0		—		12 0 0		V.T.	11
3[2]	R.C.	–	–	–	–	–	1	0 9 11		—		16 0 0		1 10 0		—		1 10 0			12
3[2]	R.C.	–	–	–	–	–	1	2 0 7		1 10 0		16 0 0		—		—		[a]—			13
3[1]	—	–	–	–	–	–	1	0 9 6		—		14 11 8		—		—		—		V.T.	14
2[1]	R.C.	1	–	–	–	–	2	1 14 4		—		45 5 0		6 7 9		—		6 7 9		A.	15
Prob.	R.C.	–	–	–	–	–	1	1 3 6		1 10 0		14 10 0		—		—		—		A.	16
3[1]	R.C.	–	–	–	1	–	2	2 14 3		—		22 6 8		0 10 0		—		0 10 0		A.	17
1[2]	R.C.	–	–	–	–	–	1	—		—		27 10 0		2 15 0		—		2 15 0		A.	18
3[1]	R.C.	–	–	–	–	–	1	1 9 3		1 10 0		19 0 0		3 2 2		—		3 2 2		V.T.	19
3[1]	R.C.	–	–	–	–	–	1	—		1 10 0		11 0 0		—		12 0 0		[a]12 0 0		V.T.	20
Prob.	R.C.	–	–	–	–	–	1	2 4 0		—		19 0 0		4 15 0		—		4 15 0		V.T.	21
3[1]	R.C.	–	–	–	–	1	2	0 10 9		—		24 16 8		2 1 0		—		2 1 0		V.T.	22
1[3]	R.C.	–	–	–	1	–	3	1 8 3		2 5 0		38 6 8		7 0 0		—		7 0 0		V.T.	23
2[2]	R.C.	1	–	–	1	–	3	1 16 11		2 5 0		38 10 0		5 8 6		—		5 8 6		V.T.	24
2[1]	R.C.	–	1	1	–	–	3	1 0 0		—		39 16 8		6 13 6		—		6 13 6		V.T.	25
2[1]	R.C.	1	–	1	–	–	3	1 0 0		—		34 5 0		3 17 6		15 1 10		18 19 4		A.	26
2[2]	R.C.	–	–	–	1	–	2	0 19 10		2 12 6		30 10 0		2 19 0		—		2 19 0		A.	27
2[1]	R.C.	–	1	–	–	–	2	1 0 0		2 12 6		24 0 0		4 3 0		—		4 3 0			28
2[1]	R.C.	–	–	–	–	–	1	3 18 4		—		21 3 4		2 10 0		—		2 10 0			29
2[2]	R.C.	–	1	–	–	–	2	0 16 10		—		13 5 0		1 16 10		—		1 16 10			30
3[2]	R.C.	–	–	–	–	–	1	0 5 0		—		34 15 0		2 13 4		—		2 13 4		A.	31
3[2]	R.C.	–	1	–	–	–	2	0 15 0		—		20 1 8		1 4 0		—		1 4 0		V.T.	32
3[2]	R.C.	–	–	–	1	–	2	3 18 9		1 17 6		19 0 0		3 4 0		—		[a]3 4 0			33
3[1]	R.C.	–	–	–	–	–	1	0 15 5		1 10 0		28 8 4		3 0 0		—		[a]3 0 0			34
1[2]	R.C.	–	–	–	–	–	1	1 16 11		1 10 0		5 0 0		1 2 6		—		1 2 6		A.	35
–	R.C.	–	–	–	–	–	1	0 10 0		1 10 0		—		—		—		—		V.T.	36
–	–	–	–	–	–	–	–	—		—		—		—		—		—		V.T.	37
–	–	–	–	–	–	–	–	—		—		—		—		—		—		V.T.	37
Prob.	R.C.	–	–	–	–	–	1	0 10 3		—		11 11 8		0 11 0		0 15 0		1 6 0		A.	38
Prob.	R.C.	–	–	–	–	–	1	—		—		—		—		—		—			39
Prob.	R.C.	–	–	1	–	–	4	9 13 2		—		5 0 0		—		—		—			40
2[2]	R.C.	1	–	–	–	–	2	5 1 2		1 17 6		34 10 0		13 8 4		3 0 0		16 8 4			41
1[3]	R.C.	1	–	–	1	–	3	5 11 1		2 5 0		45 15 0		10 2 3		—		10 2 3			42
1[2]	R.C.	–	1	1	–	–	3	1 18 3		2 12 6		45 8 4		13 1 4		—		13 1 4			43
1[3]	R.C.	–	–	1	–	–	2	2 4 0		—		51 14 0		4 18 2		15 6 2		20 4 4		A.	44
Prob.	R.C.	–	–	–	–	–	1	1 11 9		1 10 0		12 10 0		4 0 0		—		4 0 0			45
3[2]	R.C.	–	–	–	–	–	1	1 2 11		1 10 0		20 0 0		2 0 0		—		2 0 0			46
2[2]	R.C.	–	–	–	–	–	2	5 1 0		8 1 0		—		—		—		—			47
2[2]	R.C.	–	–	–	–	–	1	2 13 4		1 10 0		22 0 0		4 13 8		—		4 13 8			48
3 / 2[3]	R.C.	–	1	–	–	–	3	10 3 11		13 16 10		—		—		—		—			49
2[3] / 2[1]	R.C.	–	–	–	–	–	1	6 6 2		5 5 0		—		—		—		—			50
2[2]	R.C.	–	–	–	–	–	1	—		1 10 0		19 5 0		2 1 0		—		2 1 0		V.T.	51
1[2]	R.C.	1	–	–	1	–	3	3 4 9		—		50 13 4		8 6 11		0 14 6		9 1 5			52
2[1]	R.C.	–	–	1	–	1	3	1 7 7		—		27 0 0		3 10 3		5 0 0		8 10 3			53
Prob.	R.C.	–	–	–	–	–	1	0 9 6		—		12 10 0		3 0 0		—		3 0 0			54
3[1]	R.C.	–	–	–	–	–	1	—		1 10 0		19 0 0		2 1 0		—		2 1 0		A.	55

[a] No return.

[d] Temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
56	3898	Dysart,	Toonagh, m.	64	–	64	68	–	68	34	34	1*	–
57	3928	Kilmurry,	Mullagh,	69	57	126	99	88	187	78	98	1*	–
58	3990	Kilmacduane,	Cree,	66	50	116	112	85	197	33	62	1*	–
59	3991	Do.	Cooraclare,	101	79	180	125	111	236	72	103	1*	–
60	4049	Inchicronan,	Crusheen, m.	124	–	124	123	–	123	49	48	1	–
61	4051	Killanaboy,	Corofin, f.	–	118	118	–	120	120	66	76	–	1*
62	4188	Kilseily,	Broadford, f.	–	91	91	–	89	89	39	34	–	1*
63	4252	Kilmoon,	Rathbane, f.	–	42	42	–	65	65	19	35	–	1*
64	4276	Quin,	Quin, m.	84	–	84	82	–	82	49	46	1	–
65	4296	Kilrush,	Knockerra,	84	56	140	106	71	177	80	103	1	–
66	4319	Tomfinlough,	Ballycar,	53	25	78	68	35	103	29	39	1	–
67	4323	Dysert,	Toonagh, f.	–	49	49	–	36	36	26	22	–	1
68	4431	Kilmurry,	Kilmurry, m.	81	–	81	92	–	92	30	38	1*	–
69	4432	Do.	Do. f.	–	66	[b]66	–	108	108	41	43	–	1*
70	4433	Kilmihil,	Leitrim, m.	44	–	44	33	–	33	23	16	1	–
71	4434	Do.	Do. f.	–	44	44	–	39	39	19	23	–	1
72	4435	Kilmacruhy,	Liscannor, m.	81	–	81	80	–	80	33	40	1*	–
73	4436	Do.	Do. f.	–	60	60	–	53	53	30	28	–	1
74	4437	Feakle,	Curraghill,	64	40	104	53	40	93	24	25	1	–
75	4438	Clonlea,	Kilkishan, m.	83	–	83	104	–	104	49	60	1*	–
76	4439	Do.	Do. f.	–	67	67	–	91	91	50	49	–	1
77	4511	Kilseily,	Woodfield,	57	51	108	68	48	116	51	32	1	–
78	4548	Kiltinanlea,	Clonlara, m.	100	–	100	87	–	87	29	42	1	–
79	4549	O'Gonnelloe,	Ballybran,	47	44	91	60	55	115	35	42	1*	–
80	4550	Do.	Belkelly, f.	24	41	65	19	38	57	29	28	–	1
81	4561	Feakle,	Mountainview,	29	22	51	35	24	59	21	25	1*	–
82	4573	Tomfinlough,	Newmarket-on-Fergus, prep.m	91	–	91	58	–	58	40	35	1	–
83	4682	Ruan,	Moyrhee, f.	–	55	55	–	54	54	26	25	–	1*
84	4720	Tomfinlough,	Mooghaun,	74	47	121	77	54	131	45	45	1	–
85	4751	Kilmihil,	Lacken, m.	59	–	59	61	–	61	38	34	1*	–
86	4752	Do.	Do. f.	–	60	60	–	68	68	38	41	–	1*
87	4818	Kilnoe,	Anaghneal,	66	38	104	61	42	103	41	58	1*	–
88	4827	Kilmacruhy,	St. Bridgets, f.	–	90	90	–	96	96	34	28	–	1
89	4842	Carran,	Glancolumbkill,	43	30	73	43	38	81	25	35	1	–
90	4870	Killilagh,	Doolen, m.	73	–	73	73	–	73	40	40	1*	–
91	4871	Do.	Do. f.	–	42	42	–	41	41	19	21	–	1
92	4874	Tomgraney,	Scariff, m.	111	–	111	110	–	110	70	66	1*	–
93	4875	Do.	Do. f.	–	85	85	–	98	98	40	53	–	1*
94	4876	Kilmihil,	Cahirmurphy,	63	56	119	78	68	146	75	85	1*	–
95	4899	Quinn,	Ballyrongan,[c]	–	–	–	–	–	–	–	–	–	–
96	4900	Tomgraney,	Tomgraney, f.	36	56	[b]92	28	44	[b]72	[b]37	[b]37	–	1
97	4919	Kilfintinan,	Cratloe, m.	71	–	71	77	–	77	40	33	1*	–
98	4920	Do.	Do. f.	–	87	87	–	80	80	40	44	–	1
99	4951	Kilfarboy,	Moy, m.	84	–	84	116	–	116	47	57	1	–
100	4952	Do.	Do. f.	–	82	82	–	99	99	39	58	–	1*
101	4967	Doora,	Doora,	75	52	[b]127	74	63	[b]137	[b]56	[b]66	1	–
102	5066	Oughtmama,	New Quay, temp.	38	34	72	50	46	96	35	47	–	1
103	5186	Cloney,	Cahersherkin, Mod.Ag.	80	69	149	81	54	135	50	45	1*	–
104	5253	Killuran,	O'Callaghan's Mills, m.	149	–	149	126	–	126	40	46	1*	–
105	5267	Killmurry,	Clonnadrum,	54	61	115	74	65	139	55	65	1	–
106	5314	Drumcliffe,	N. T. Stackpoole, f.	–	313	313	–	–	[e]–	199	[e]–	–	–
107	5585	Inchicronan,	Crusheen, f.	–	78	78	–	70	70	29	28	–	1
108	5675	Killuran,	O'Callaghan's Mills, f.	–	143	143	–	125	125	39	47	–	1
109	5725	Killard,	Bansha,	50	30	80	70	52	122	35	40	1	–
110	5997	O'Brien's Bridge,	Bridgetown, Ord.Ag.m.	81	–	81	95	–	95	40	38	1*	–
111	5998	Do.	Do. f.	–	56	56	–	70	70	26	35	–	1
112	6093	Killokennedy,	Kilbane, f.	–	80	80	–	100	100	39	51	–	1
113	6130	Tulla,	Tulla, Workh.	144	136	[b]280	108	117	[b]225	193	193	1*	–
114	6172	Moyarta,	Carrigaholt, m.	125	–	125	149	–	149	67	80	1	–
115	6187	Kilnamona,	Knockacarrin, temp.	108	130	238	101	106	207	20	17	1*	–
116	6224	Killadysert,	Kildysart, Workh.	145	186	331	122	176	298	261	238	1	1
117	6317	Clonlea,	Derrynaveigh,	47	38	85	44	34	78	34	35	1	–

[a] Residence rent free for teacher. [b] Taken from Inspector's report. [c] School closed.

on the 31st December, 1855.—Province of MUNSTER : County of CLARE—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£ s. d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	19 0 0	1	9	6	—			1	9	6	A.	56
2[1]	R.C.	–	–	–	–	–	1	4	0	8	2	12	6	24 0 0	3	16	8	—			3	16	8	V.T.	57
3[1]	R.C.	1	–	1	–	–	3	1	13	6	—			43 0 0	5	0	0	—			5	0	0	V.T.	58
1[1]	R.C.	1	–	1	–	–	3	5	1	4	2	12	6	61 10 0	18	13	0	—			18	13	0	V.T.	59
3[2]	R.C.	–	–	–	–	–	1	1	5	3	—			16 0 0	4	8	6	—			4	8	6		60
2[1]	R.C.	–	–	1	–	1	3	0	11	10	—			34 18 4	5	16	10	—			5	16	10		61
3[2]	R.C.	–	–	–	–	–	1	1	0	3	—			11 10 0	3	19	0	—			3	19	0		62
3[2]	R.C.	–	–	–	–	–	1	0	11	0	1	10	0	14 0 0	2	11	3	—			2	11	3	A.	63
Prob.	R.C.	–	–	–	–	–	1	1	5	0	1	10	0	16 10 0	9	4	2	—			[a]9	4	2		64
2[1]	R.C.	1	–	–	–	–	2	1	17	10	2	12	6	36 3 4	7	10	0	—			7	10	0		65
3[2]	R.C.	–	–	–	–	–	1	1	13	4	1	10	0	16 0 0	2	0	0	—			2	0	0		66
3[2]	R.C.	–	–	–	–	–	1	0	5	0	1	10	0	18 0 0	1	6	6	—			1	6	6	A.	67
2[1]	R.C.	–	–	–	–	–	1	1	6	10	—			24 0 0	4	9	6	—			4	9	6	V.T.	68
3[2]	R.C.	–	–	–	–	–	1	0	12	0	—			11 5 0	5	6	1	—			5	6	1	V.T.	69
3[1]	R.C.	–	–	–	–	–	1	0	10	9	—			19 0 0	2	16	10	—			2	16	10	V.C.	70
Prob.	R.C.	–	–	–	–	–	1		—		—			11 0 0		—		—				—		V.C.	71
3[2]	R.C.	–	–	–	–	–	1	1	1	6	—			16 0 0	3	1	6	—			3	1	6	V.C.	72
Prob.	R.C.	–	–	–	–	–	1		—		—			10 10 0	1	9	1	—			1	9	1	V.C.	73
Prob.	R.C.	–	–	–	–	–	1		—		—			12 10 0	0	4	6	0	12	0	0	16	6	V.C.	74
3[1]	R.C.	–	–	–	1	–	2	0	19	3	1	10	0	24 13 4	2	12	2	8	0	0	10	12	2	V.T.	75
Prob.	R.C.	–	–	–	–	–	1		—		1	17	6	11 0 0	1	10	9	—			1	10	9	V.T.	76
3[2]	R.C.	–	–	–	–	–	1	1	0	0	1	17	6	14 11 8	4	12	6	1	10	0	6	2	6		77
Prob.	R.C.	–	–	–	–	–	1	0	10	9	—			8 16 8	2	14	4	—			2	14	4		78
2[2]	R.C.	–	–	–	–	–	1	1	9	4	1	17	6	22 0 0	4	3	8	—			4	3	8		79
3[2]	R.C.	–	–	–	–	–	1	0	14	1	1	10	0	14 0 0	0	10	0	—			0	10	0		80
3[1]	R.C.	–	–	–	–	–	1	0	12	3	1	10	0	19 0 0	0	10	0	—			0	10	0	V.C.	81
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	16 0 0	0	13	4	—			0	13	4		82
3[1]	R.C.	–	–	–	–	–	1	0	4	9	1	10	0	16 0 0	1	4	7	—			1	4	7	A.	83
3[2]	R.C.	–	–	–	–	–	1	1	11	11	1	10	0	12 10 0	1	18	6	—			1	18	6		84
2[2]	R.C.	–	–	–	–	–	1	2	6	2	—			22 0 0	2	15	6	—			2	15	6	V.C.	85
3[2]	R.C.	–	–	–	–	–	1		—		—			14 0 0	2	3	8	—			2	3	8	V.C.	86
3[1]	R.C.	–	–	–	–	–	1	1	7	11	1	17	6	19 0 0	4	18	0	3	0	0	7	18	0		87
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	15 3 4	1	10	0	—			1	10	0	A.	88
Prob.	R.C.	–	–	–	–	–	1	1	2	2	1	10	0	10 3 4	2	13	6	—			2	13	6	V.C.	89
Prob.	R.C.	–	–	–	–	–	1	1	17	4	1	10	0	24 0 0	1	6	6	—			1	6	6	V.C.	90
2[1]	R.C.	–	–	–	–	–	1		—		1	10	0	16 0 0	0	14	4	—			0	14	4	V.C.	91
3[1]	R.C.	–	–	–	–	–	1	2	7	8	1	17	6	24 0 0	36	17	1	—			36	17	1		92
2[1]	R.C.	–	–	–	–	–	1	1	1	3	—			16 0 0	5	3	9	—			5	3	9		93
3[1]	R.C.	–	–	–	–	–	1	2	3	9	2	5	0	27 0 0	8	7	2	—			8	7	2		94
3[1]	R.C.	–	–	1	–	–	2		—		—			—		—		—				—			95
–	–	–	–	–	–	–	–		—		—			—		—		—				—			96
Prob.	R.C.	–	–	–	–	–	1	0	11	4	—			10 11 8	1	10	0	—			1	10	0		96
3[1]	R.C.	–	–	–	–	–	1	3	1	5	—			20 10 6	7	4	0	3	10	0	10	14	0	V.C.	97
Prob.	R.C.	–	–	–	–	1	2		—		—			18 13 4	4	17	6	3	10	0	8	7	6	V.C.	98
3[2]	R.C.	–	–	–	–	–	1	1	5	10	—			16 0 0	1	13	6	—			1	13	6	V.C.	99
3[2]	R.C.	–	–	–	–	–	1	1	0	5	—			14 0 0	4	18	10	1	5	6	[a]6	4	4	V.C.	100
3[1]	R.C.	–	–	1	–	–	2	0	14	9	—			27 0 0	4	0	0	—			4	0	0		101
3[2]	R.C.	–	–	–	–	–	1	2	12	7	—			21 15 0	2	16	6	—			2	16	6		102
2[2]	R.C.	–	–	–	1	–	2	1	9	9	4	2	4	40 2 4		—		10	0	0	[d]10	0	0		103
3[1]	R.C.	–	–	–	1	–	2	1	15	0	—			25 15 0	0	19	6	3	0	0	3	19	6	V.C.	104
3[2]	R.C.	–	–	–	–	–	1	2	0	8	—			16 11 8	1	7	4	—			1	7	4	V.C.	105
Nuns.	R.C.	–	–	–	–	–	–		—		—			—		—		—				—		V.T.	106
Prob.	R.C.	–	–	–	–	–	1	0	10	3	0	19	6	16 13 4	1	16	8	—			1	16	8		107
3[2]	R.C.	–	–	–	–	–	1	0	15	0	1	17	6	14 0 0	2	1	8	—			2	1	8	V.C.	108
Prob.	R.C.	–	–	–	–	–	1	3	0	2	1	10	0	18 0 0	3	9	6	—			3	9	6		109
2[2]	R.C.	–	–	–	–	–	1	0	14	0	—			26 0 0	5	2	0	5	0	0	10	2	0		110
3[1]	R.C.	–	–	–	–	–	1	0	17	10	—			16 0 0	3	14	8	—			3	14	8		111
3[1]	R.C.	–	–	–	–	–	1	2	0	4	—			16 0 0	3	10	0	—			3	10	0		112
2[3]	R.C.	–	–	–	–	–	–	3	9	9	4	10	0	2 0 0		—		—				—			113
3[1]	R.C.	–	–	–	–	–	1	2	3	0	—			16 0 0	8	1	3	—			8	1	6		114
3[2]	R.C.	–	–	–	–	–	1		—		—			16 0 0		—		—				—			115
2[2] Prob.	R.C.	–	1	–	–	–	3	3	10	3	—			—		—		—				—			116
3[2]	R.C.	–	–	–	–	–	1	1	2	7	—			12 10 0	1	18	6	—			1	18	6	V.C.	117

[d] Residence rent free for teacher ; also farm rent free.

[e] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
118	6331	Kilnoe,	Bodyke, m.	119	–	119	161	–	161	41	69	1	–
119	6332	Do.	Do. f.	–	88	88	–	117	117	30	55	–	1
120	6359	Drumcruhy,	Ballyvaughan, Workh.	71	95	166	70	88	158	128	131	–	–
121	6367	Killballyowen,	Cloghaunsavaun,	62	55	117	45	38	83	44	49	1*	–
122	6368	Do.	Cross,	83	88	171	65	87	152	81	72	1*	–
123	6402	Killokennedy,	Kilbane, m.	91	–	91	117	–	117	42	55	1	–
124	6435	Drumcreehy,	Ballyvaughan, m.	114	–	114	119	–	119	64	75	1*	–
125	6527	Kiltinanlea,	Clonlara, f.	–	51	51	–	69	69	27	38	–	1
126	6573	Moyarta,	Moveen,	29	28	57	48	41	89	36	35	1*	–
127	6574	Do.	Querrin,	55	35	90	76	66	142	51	83	1	–
128	6575	Cloney,	Carahan,	96	66	162	94	69	163	75	81	1*	–
129	6595	Killonaboy,	Corofin, Workhouse,	60	57	117	50	54	104	80	79	–	–
130	6623	Kilfarboy,	Ballynoe,	40	41	81	81	75	156	48	80	1	–
131	6627	Drumcreehy,	Ballyvaughan, f.	–	102	102	–	94	94	42	54	–	1*
132	6648	Kilfiddane,	Shanahea,	38	41	79	53	56	109	52	71	1*	–
133	6649	Killadysert,	Coney Island,	17	23	40	19	21	40	29	29	1*	–
134	6689	Killimer,	Burrane,	60	50	110	70	47	117	60	69	1	–
135	6690	Feakle,	Knockbeha,	82	81	163	89	81	170	62	55	1	–
136	6766	Killard,	Doonbeg,	45	36	81	63	60	123	50	57	1	–
137	6782	Kilkeedy,	Boston,	78	62	140	64	49	113	67	49	1	–
138	6783	Do.	Tubber,	76	51	127	99	64	163	53	65	1*	–
139	6808	Killofin,	Labasheda, m.	143	–	143	148	–	148	70	66	1*	–
140	6809	Do.	Do. f.	–	114	114	–	136	136	70	75	–	1
141	6823	Quin,	Quin, f.	–	88	88	–	92	92	48	49	–	1
142	6859	Moynoe,	Sheaun,	73	54	127	94	63	157	48	70	1	–
143	6868	Moyarta,	Carrigaholt, f.	–	91	91	–	138	138	39	64	–	1
144	6881	Clondegad,	Pitfield,	68	32	100	74	24	98	58	50	1*	1
145	6985	Tulla,	Glandree,	–	–	–	–	–	[b]–	–	[b]–	1	–
146	7002	Kilmurray MacMahon,	Kilmurray MacMahon, f.	–	73	73	–	104	104	22	52	–	1*
147	7003	Clondegad,	Killerk,	93	75	168	77	71	148	70	53	1*	–
148	7004	Sixmilebridge,	Kilmurry,	65	48	113	66	53	119	46	45	1	–
149	7025	Kilrush,	Kilrush, No. 2,	110	85	195	119	59	178	46	49	1	–
150	7112	Clondegad,	Lissycasey,	95	60	155	68	53	121	93	62	1	–
151	7113	Kilmurray,	Kilmurray MacMahon, m.	85	–	85	79	–	79	41	51	1	–
152	7114	Kilballyowen,	Rehah,	40	38	78	40	21	61	42	34	1	–
153	7152	Kiltoraght,	Inchovea, m.	97	–	97	106	–	106	55	31	1	–
154	7153	Do.	Do. f.	–	74	74	–	83	83	43	34	–	1
155	7154	Killaloe,	Ballycorney, f.	–	90	90	–	80	80	32	35	–	1*
156	7205	Inchicronan,	Drumbaniff,	38	36	74	44	42	86	46	41	1	–
157	7236	O'Brien's Bridge,	Ballycorney, m.	77	–	77	75	–	75	32	29	1*	–
158	7294	Kilchreest,	Lack,	–	–	[c]–	57	34	91	[c]–	48	1	–
159	7299	Kilrush,	Kilrush, f.	–	–	[c]–	–	588	588	[c]–	287	–	3
160	7315	Drumcliff,	Ennis, f.	–	–	[c]–	–	335	335	[c]–	304	–	4
			Total in Clare,	9,782	8,237	18,019	10,364	9,327	19,691	8,719	9,951	98	55

COUNTY OF

1	450	Ardnageehy,	Glenville, m.	71	–	[d]71	70	–	[d]70	[d]53	[d]43	1*	–
2	453	Aghada,	Aghada, m.	79	–	79	100	–	100	46	62	1*	–
3	454	Ovens,	Ovens, m.	225	–	225	209	–	209	64	113	1*	–
4	456	Kilmacamogue,	Bantry, m.	148	–	148	179	–	179	70	118	1*	–
5	457	Do.	Do. f.	–	128	128	–	145	145	73	101	–	1* 1
6	463	Clondrohid,	Gurrane, m.	79	–	79	95	–	95	39	50	1*	–
7	464	Do.	Do. f.	–	104	104	–	100	100	43	55	–	1
8	465	Caherlog,	New Glanmire,	103	–	103	116	–	116	45	66	1	–
9	466	Clonpriest,	Clonpriest, m.	86	–	86	119	–	119	36	55	1*	–
10	467	Templetrine,	Ballinspittle, m.	92	–	92	106	–	106	19	59	1*	–

[a] Residence rent free for teacher.

[b] Not brought into operation until after this date.

on the 31st December, 1855.—Province of MUNSTER: County of CLARE—*continued.*

Teachers. Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries. School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
3[2]	R.C.	–	–	–	–	–	1	0 18 5	—	16 0 0	4 10 8	—	4 10 8		118
3[2]	R.C.	–	–	–	–	–	1	1 8 2	—	14 0 0	3 4 0	—	3 4 0		119
–, 3[1]	R.C.	–	–	–	–	–	2	3 3 2	—	—	—	—	—		120
2[2]	R.C.	–	–	–	–	–	1	1 1 11	—	23 0 0	7 2 6	—	7 2 6		121
3[1]	R.C.	–	–	–	–	–	1	2 3 6	—	27 0 0	8 0 0	—	8 0 0		122
Prob.	R.C.	–	–	–	–	–	1	—	—	12 10 0	4 11 4	—	4 11 4		123
3[1]	R.C.	–	–	–	–	–	1	1 10 0	—	19 0 0	5 19 1	—	5 19 1	v.c.	124
3[1]	R.C.	–	–	–	–	–	1	1 10 0	—	18 10 0	1 9 9	—	1 9 9		125
2[1]	R.C.	–	–	–	–	–	1	1 13 4	1 10 0	22 3 4	—	—	—		126
Prob.	R.C.	–	–	–	–	–	1	3 14 7	1 10 0	12 10 0	0 8 10	—	0 8 10		127
3[1]	R.C.	–	–	1	–	–	2	2 17 3	2 5 0	27 0 0	8 15 8	—	[a]8 15 8		128
–	R.C.	–	–	–	–	–	2	1 19 8	3 0 0	11 0 0	—	—	—		129
3[2]	R.C.	–	–	–	–	–	1	1 11 6	2 5 0	16 0 0	6 13 10	—	6 13 10		130
2[–]	R.C.	–	–	–	–	–	1	1 15 3	—	18 0 0	1 17 5	—	1 17 5	v.c.	131
3[1]	R.C.	–	–	–	–	–	1	1 2 11	1 17 6	18 10 0	14 5 9	—	14 5 9		132
2[2]	R.C.	–	–	–	–	–	1	0 18 7	—	22 0 0	5 14 0	—	5 14 0		133
3[1]	R.C.	–	–	–	–	–	1	0 10 11	2 5 0	19 0 0	10 6 0	—	10 6 0		134
3[2]	R.C.	–	–	–	–	–	1	0 12 5	—	12 10 0	6 13 0	—	6 13 0		135
3[1]	R.C.	–	–	1	–	–	2	1 12 2	—	24 10 0	6 0 0	—	6 0 0		136
3[2]	R.C.	–	–	–	–	–	1	0 18 3	—	20 0 0	3 3 3	—	3 3 3		137
3[1]	R.C.	–	–	–	–	–	1	1 0 9	—	30 13 4	3 0 5	—	3 0 5		138
3[2]	R.C.	1	–	–	–	–	2	2 18 6	—	27 11 8	6 8 1	—	6 8 1		139
3[1]	R.C.	1	–	–	–	–	2	2 17 8	—	26 3 4	7 1 5	—	7 1 5		140
3[2]	R.C.	–	–	–	–	–	1	1 5 0	—	13 10 0	6 4 2	—	6 4 2		141
3[2]	R.C.	–	–	–	–	–	1	2 11 7	—	16 0 0	8 5 2	—	8 5 2		142
3[2]	R.C.	–	–	–	–	–	1	1 4 9	—	11 0 0	1 12 0	—	1 12 0		143
3[1]	R.C.	1	–	–	–	–	2	2 5 8	—	22 15 0	3 0 0	—	3 0 0		144
3[1]	R.C.	–	–	–	–	–	1	1 0 3	4 10 0	—	—	—	—		145
3[1]	R.C.	–	–	–	–	–	1	1 8 10	—	16 0 0	7 5 1	—	7 5 1		146
3[1]	R.C.	–	–	1	–	–	2	0 11 7	—	26 6 8	5 13 10	—	5 13 10		147
Prob.	R.C.	–	–	–	–	–	1	1 4 5	—	12 10 0	3 19 8	—	3 19 8		148
3[2]	R.C.	–	–	–	–	–	1	1 11 8	—	12 10 0	8 5 4	—	8 5 4		149
3[1]	R.C.	1	–	–	–	–	2	5 17 5	—	27 16 8	4 2 5	—	4 2 5		150
3[1]	R.C.	–	–	–	–	–	1	0 13 6	—	23 5 0	4 1 2	—	4 1 2		151
3[1]	R.C.	–	–	–	–	–	1	1 0 0	—	15 5 0	2 11 10	—	2 11 10		152
3[1]	R.C.	–	–	–	–	–	1	3 0 11	—	16 0 0	1 14 3	—	[a]1 14 3		153
Prob.	R.C.	–	–	–	–	–	1	—	—	9 6 8	3 0 3	—	3 0 3		154
2[1]	R.C.	–	–	–	–	–	1	0 10 3	—	18 1 8	3 9 0	—	3 9 0		155
Prob.	R.C.	–	–	–	–	–	1	1 5 6	4 10 0	9 15 0	4 0 0	—	4 0 0		156
3[2]	R.C.	–	–	–	–	–	1	0 10 10	4 10 0	13 10 0	2 17 4	—	2 17 4		157
Prob.	R.C.	–	–	–	–	–	1	—	5 0 0	—	1 10 3	—	[a]1 10 3		158
Nuns.	R.C.	–	–	–	–	–	3	—	9 0 0	10 0 0	7 7 0	—	[a]7 7 0		159
Nuns.	R.C.	–	–	–	–	–	4	—	9 0 0	—	—	—	[a]—		160
–	–	14	6	14	12	5	204	242 9 10	178 19 8	3,080 9 0	597 18 0	134 15 0	732 13 0		160

CORK—461 Schools.

1[2]	–	–	–	–	–	–	1	2 2 8	—	26 10 0	5 0 0	20 0 0	25 0 0		1
1[3]	R.C.	–	–	–	–	–	1	2 7 5	—	28 10 0	4 10 8	10 9 3	[a]14 19 11		2
1[1]	R.C.	1	–	–	1	–	3	2 1 9	—	60 13 4	11 10 10	3 10 0	15 0 10		3
1[3]	R.C.	1	–	–	1	–	3	3 17 3	—	37 16 8	13 18 10	15 0 0	28 18 10		4
2[1] / 3[2]	R.C.	–	–	1	–	1	4	3 1 9	—	36 0 0	7 3 9	10 0 0	17 3 9		5
2[2]	R.C.	–	–	–	–	–	1	—	1 17 6	19 0 0	8 0 0	4 0 0	12 0 0		6
2[2]	R.C.	–	–	–	–	–	1	3 13 8	1 17 6	18 0 0	5 7 6	—	5 7 6		7
3[2]	R.C.	–	–	–	–	–	1	1 2 10	—	17 11 8	10 4 1	—	10 4 1		8
1[3]	R.C.	–	–	–	–	–	1	1 11 10	—	30 0 0	4 0 0	3 0 0	7 0 0		9
2[2]	R.C.	–	–	–	–	–	1	1 5 11	1 17 6	22 0 0	5 15 0	10 0 6	15 15 0	B.	10

[a] Not taken into connexion until after this date.

[d] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept. 1855.	Males.	Females
11	468	Templetrine,	Ballinspittle,	–	46	46	–	62	62	15	34	–	1
12	469	Corkbeg,	Ballynock,	65	37	102	85	54	139	61	58	1	–
13	470	Caharagh,	Killinleagh,	30	27	57	48	46	94	33	58	1*	–
14	475	Durrus,	Fourmilewater,	53	–	53	85	–	85	24	40	1*	–
15	476	Fanlobbus,	Dunmanway,	102	143	245	96	183	279	55	141	–	1*
16	478	Do.	Derrynacahara,	31	38	69	39	37	76	38	45	1	–
17	484	Iveleary,	Kilbarry,	42	27	69	45	29	74	28	40	1	–
18	485	Do.	Ballingeary, f.	–	55	55	–	76	76	34	48	–	1*
19	486	Ichtermorrough,	Ladysbridge, m.	85	–	85	126	–	126	35	65	1*	–
20	487	Killeagh,	Killeagh, m.	129	–	129	169	–	169	60	96	1*	–
21	490	Kilgarriffe,	Clonakilty, m.	217	–	217	264	–	264	84	137	1*	–
22	491	Do.	Do. f.	–	365	365	–	367	367	160	229	–	1
23	497	Kilnamartyra,	Ballyvoig, m.	104	–	104	100	–	100	30	53	1*	–
24	498	Do.	Do. f.	–	108	108	–	109	109	27	57	–	1
25	499	Kilmeen,	Rossmore,	42	30	72	70	63	133	33	72	1	–
26	501	Kilmoney,	Kilmoney, m.	90	–	90	99	–	99	32	65	1*	–
27	502	Churchtown,	Liscarroll,	85	–	85	98	–	98	38	49	1	–
28	503	Kilmichael,	Toames, m.	49	6	55	60	6	66	28	33	1*	–
29	504	Mitchelstown, or Brigown,	Mitchelstown, m.	328	–	328	250	–	250	75	139	1*	–
30	505	Do.	Do.[b] f.	–	–	–	–	–	–	–	–	–	–
31	506	Macroom,	Macroom, m.	61	–	61	77	–	77	34	44	1*	–
32	507	Do.	Do. f.	–	146	146	–	157	157	64	78	–	1*
33	512	Midleton,	Midleton, f.	–	721	721	–	800	800	580	658	–	7
34	513	Do.	Ballintollis,	42	11	53	49	17	66	16	29	1	–
35	514	Moviddy,	Ahanduv, m.	80	–	80	102	–	102	24	56	1*	–
36	516	Kilkerrinmore,	Rathbarry, m.	90	–	[c]90	90	–	[c]90	[c]38	[c]38	1	–
37	518	Ross,	Old Chapel,	140	–	140	171	–	171	50	61	1	–
38	525	St. Mary's, or Youghal,	Youghal, No. 1, m.	225	–	225	245	–	245	85	86	1*	–
39	529	Templebreedy,	Myrtleville,	43	44	87	47	45	92	29	60	1*	–
40	530	Tullagh,	Cape Clear Island, m.	73	–	[c]73	65	–	65	46	34	1	–
41	531	Whitechurch,	Whitechurch, m.	92	–	92	110	–	110	24	40	1	–
42	532	Do.	Do. f.	–	87	87	–	101	101	26	43	–	1
43	1132	Churchtown, or Ballintemple,	Churchtown,	50	55	105	74	78	152	36	64	1	–
44	1197	St. Mary's (Shandon,	Sundayswell, m.	56	–	56	63	–	63	23	33	1	–
45	1198	Ballinvostig,	Ballintibbet,	89	56	145	105	70	175	49	69	1*	–
46	1267	Ardfield,	Ardfield, f.	–	53	53	–	116	116	23	64	–	1
47	1268	Clondillane,	Clondillane,	32	19	51	43	33	76	22	41	1	–
48	1269	Blarney,	Blarney, m.	50	24	74	53	26	79	27	41	1	–
49	1271	Kilbolane,	Kilbolane, m.	85	–	85	86	–	86	29	49	1*	–
50	1272	Kilfaughnabeg,	Glandore, mod. agr. m.	85	–	85	132	–	132	41	74	1*	–
												1	–
51	1273	Charleville,	Charleville, m.	209	–	209	243	–	243	53	93	1*	–
52	1274	Ross,	Ardagh, f.	–	177	177	–	169	169	38	58	–	1
53	1275	Tullagh,	Sherkin Island,	45	–	45	35	–	35	15	13	1	–
54	1384	Midleton,	Midleton, m.	214	–	214	352	–	352	101	177	1*	–
55	1385	St. Finbars,	County Gaol, No. 1,	183	–	183	153	–	153	61	53	1	–
56	1386	Do.	Do. No. 2,	–	9	9	–	15	15	4	6	–	1
57	1387	Clonmel,	Cove, m.	182	–	182	275	–	275	57	110	1*	–
58	1388	Killaconenagh,	Rossmacowan,	94	–	94	91	–	91	20	33	1	–
59	1391	Tracton,	Knocknamana, m.	90	–	90	134	–	134	31	83	1*	–
60	1392	Inchageelagh,	Coolmountain,	30	27	57	38	29	67	33	45	1*	–
61	1481	Kilmeen,	Kingwilliamstown, m.	46	–	46	58	–	58	36	35	1*	–
62	1501	Kilbolane,	Kilbolane, f.	–	94	94	–	81	81	25	47	–	1*
63	1502	Clonmel,	Cove, No. 2, prep. m.	174	–	174	253	–	253	80	132	1*	–
64	1541	Charleville,	Charleville, f.	–	319	319	–	300	300	171	175	–	2
65	1543	SS. Peter & Paul's	SS. Peter and Paul's,	–	120	120	–	121	121	35	42	–	1*
66	1544	Mallow,	Mallow, m.	121	–	121	154	–	154	74	94	1*	–
67	1561	Kilmeen,	Kingwilliamstown, f.	–	68	68	–	65	65	31	37	–	1
68	1598	Rathcormack,	Rathcormack, m.	152	–	152	150	–	150	68	89	1*	–

[a] Residence rent free for teacher.

[b] Temporarily closed.

on the 31st December, 1855.—Province of MUNSTER : County of CORK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.													
Teachers.			Assistants		Workmistresses and Teachers of Embroidery.	Monitors.																				
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	16	5	0	2	3	2	—			2	3	2	B.	11
3[2]	R.C.	–	–	–	–	–	1	0	15	6		—		15	10	0	3	12	8	—			[a]3	12	8		12
3[1]	R.C.	–	–	–	–	–	1	1	0	0		—		19	0	0	4	7	6	—			4	7	6		13
3[1]	R.C.	–	–	–	–	–	1	1	7	3		—		19	0	0	4	0	0	—			4	0	0		14
1[2]	R.C.	–	1	–	–	–	2	2	0	0		—		55	10	0		—		—				—			15
3[2]	R.C.	–	–	–	–	–	1	0	13	0		—		16	0	0	3	8	11	—			3	8	11		16
3[1]	R.C.	–	–	–	–	–	1		—			—		19	0	0	2	5	0	—			2	5	0		17
2[2]	R.C.	–	–	–	–	–	1		—			—		18	0	0	2	7	0	—			2	7	0		18
3[1]	R.C.	–	–	–	–	–	1	1	6	0	1	17	6	16	13	4	7	0	0	—			[a]7	0	0		19
2[1]	R.C.	1	–	–	1	–	3	2	12	9	2	5	0	36	11	8	10	15	3	—			10	15	3		20
1[3]	R.C.	1	–	–	1	–	3	8	4	6		—		45	0	0	19	13	2	—			19	13	2		21
2[1]	R.C.	–	3	1	–	1	6	3	4	11		—		64	1	8	10	15	8	—			[a]10	15	8	V.T.	22
2[1]	R.C.	–	–	–	–	–	1	3	1	0		—		24	0	0	2	11	0	—			2	11	0		23
3[2]	R.C.	–	–	–	–	–	1	1	11	6		—		13	18	4	2	11	9	—			2	11	9		24
3[2]	R.C.	–	–	–	–	–	1	1	7	0		—		18	5	10	3	5	5	—			3	5	5		25
3[2]	R.C.	–	–	–	–	–	1	2	1	0		—		24	0	0	3	1	0	—			3	1	0		26
3[1]	R.C.	–	–	–	–	–	1	1	1	5		—		17	6	8	4	0	0	—			4	0	0		27
2[2]	R.C.	–	–	–	–	–	1	1	0	11	1	10	0	22	0	0	5	18	9	—			5	18	9		28
3[1]	R.C.	1	–	–	–	–	2	1	1	1		—		25	16	8	18	3	6	—			18	3	6		29
–	–	–	–	–	–	–	–		—			—			—			—		—				—			30
1[2]	R.C.	1	–	–	–	–	2	2	10	6		—		46	10	0	10	0	0	8	0	0	18	0	0		31
1[3]	R.C.	–	–	1	–	1	3	3	13	8		—		35	16	8	7	0	0	—			7	0	0		32
Nuns.	R.C.	–	–	–	–	1	8	3	3	6		—		113	4	2		—		—				—			33
Prob.	R.C.	–	–	–	–	–	1	1	10	0		—		12	10	0	2	4	2	—			2	4	2		34
2[1]	R.C.	–	–	–	–	–	1	0	18	3	1	17	6	24	0	0	6	9	7	—			6	9	7		35
Prob.	R.C.	–	–	–	–	–	1	0	18	8		—		5	16	8	1	7	9	—			1	7	9		36
3[1]	R.C.	–	–	–	1	–	2	6	3	5		—		21	10	0	5	1	0	—			5	1	0		37
1[1]	R.C.	1	–	–	–	–	2	6	8	1		—		53	10	0	4	14	6	8	1	6	12	16	0		38
2[1]	R.C.	–	–	–	–	–	1	1	3	6		—		22	0	0	2	10	0	—			2	10	0		39
Prob.	R.C.	–	–	–	–	–	1		—			—		12	10	0	1	10	6	—			1	10	6		40
3[1]	R.C.	–	–	–	–	–	1	0	12	9	1	10	0	19	0	0	4	3	6	—			4	3	6		41
Prob.	R.C.	–	–	–	–	–	1	0	13	3	1	10	0	11	0	0	3	6	0	—			3	6	0		42
3[2]	R.C.	–	–	–	–	–	1	1	2	4		—		16	0	0	4	12	7	—			4	12	7		43
3[1]	R.C.	–	–	–	–	–	1	4	2	6	1	10	0	15	10	0	1	11	3	—			1	11	3		44
2[1]	R.C.	–	–	–	–	–	1	0	18	0		—		24	0	0	5	6	6	1	10	0	[a]6	16	6		45
2[2]	R.C.	–	–	–	–	–	1	0	18	2	1	17	6	18	0	0	4	18	0	—			4	18	0	V.T.	46
3[1]	R.C.	–	–	–	–	–	1		—			—		20	10	0	5	6	11	—			5	6	11	V.T.	47
3[1]	R.C.	–	–	–	–	–	1	0	19	3	1	10	0	19	0	0	5	13	11	4	0	0	9	13	11	V.T.	48
3[1]	R.C.	–	–	–	–	–	1	0	13	0		—		19	0	0	6	0	0	—			6	0	0		49
1[2]	R.C.	–	–	–	1	–	3	4	9	6	7	7	6	101	16	8		—		—				—			50
Asst.	R.C.																										
1[1]	R.C.	1	–	–	–	–	2	4	3	2	2	5	0	60	13	4	12	13	7	—			12	13	7	V.T.	51
3[1]	R.C.	–	1	–	–	1	3		—			—		37	10	0	3	15	1	—			3	15	1	V.T.	52
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	15	0	0	0	19	0	—			0	19	0		53
1[3]	R.C.	1	–	–	1	–	3	6	0	3		—		43	0	0	8	7	4	—			8	7	4		54
–	E.C.	–	–	–	–	–	1		—		1	10	0		—			—		—				—			55
–	R.C.	–	–	–	–	–	1		—			—			—			—		—				—			56
1[3]	R.C.	1	–	–	–	–	2	7	4	3	2	5	0	36	8	4	25	3	5	—			25	3	5	V.T.	57
3[1]	R.C.	–	–	–	–	–	1	0	13	9	1	10	0	16	0	0	1	10	5	—			1	10	5		58
2[2]	R.C.	–	–	–	–	–	1	0	10	3	2	5	0	22	0	0	4	5	0	5	0	0	9	5	0		59
2[1]	R.C.	–	–	–	–	–	–		—		1	10	0	25	0	0	1	6	0	0	9	0	1	15	0	V.T.	60
3[1]	R.C.	–	–	–	–	–	1	3	15	4		—			—		1	3	6	—			1	3	6		61
2[2]	R.C.	–	–	–	–	–	1	1	0	11	1	10	0	17	5	0	3	10	0	—			3	10	0		62
2[2]	R.C.	–	–	–	–	–	1		—			—		22	0	0	12	11	8	—			12	11	8	V.T.	63
Nuns	R.C.	–	–	–	–	1	3		—		4	10	0	41	10	0		—		—				—		V.T.	64
3[1]	R.C.	–	–	–	–	–	1	1	5	4	1	10	0	16	0	0	2	10	0	5	0	0	7	10	0		65
1[3]	R.C.	–	–	–	–	–	1	0	11	0	2	12	6	28	10	0	3	12	9	12	0	0	[a]15	12	9		66
Prob.	R.C.	–	–	–	–	–	1		—			—			--		2	1	6	—			2	1	6		67
2[1]	R.C.	1	–	–	1	–	3	2	11	2		—		30	16	8	7	10	0	—			7	10	0		68

[a] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	20th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
69	1612	Kinsale, . .	Kinsale, No. 1, m.	183	–	183	188	–	188	85	106	1*	–
70	1685	Moharadaly, .	Knocknagree, m.	55	–	55	99	–	99	50	54	1*	–
71	1686	Skull, . .	Ballydehob, m.	59	–	59	116	–	116	42	61	1*	–
72	1687	Kilmichael, .	Dromleigh, m.	65	4	69	77	6	83	35	43	1*	–
73	1690	Drishane, .	Millstreet, m.	203	–	203	239	–	239	82	110	1*	–
74	1691	Donaghmore, .	Ballykerwick, m.	115	–	115	130	–	130	48	55	1	–
75	1692	Do. . .	Firmount, m.	49	–	49	65	–	65	17	25	1*	–
76	1755	Imogeely, .	Castlemartyr, m.	29	15	44	61	49	110	25	49	1*	–
77	1768	Kanturk, . .	Kanturk, m.	208	–	208	228	–	228	87	107	1*	–
78	1774	Skull, . .	Ballydehob, f.	–	75	75	–	91	91	28	48	–	1*
79	1792	Iveleary, . .	Inchigeelagh, m.	75	–	75	79	–	79	48	48	1*	–
80	1817	Buttevant, .	Buttevant, m.	142	–	142	171	–	171	70	97	1*	–
81	1863	Blackrock, .	Blackrock, . .	139	–	139	138	–	138	66	69	1*	–
82	1867	Castlelyons, .	Castlelyons, m.	41	–	41	62	–	62	33	35	1*	–
83	1871	Lislee, . .	Butlerstown, m.	112	–	112	133	–	133	40	61	1	–
84	1873	Castleventry, .	Beaulad, . .	42	34	76	63	60	123	25	65	1*	–
85	1874	Kilworth, .	Kilworth, m.	79	–	79	105	–	105	39	51	1	–
86	1876	Ichtermorrough,	Ladysbridge, f.	–	99	99	–	111	111	60	78	–	1
87	1877	Tracton, . .	Knocknamanna, f.	–	63	63	–	81	81	23	51	–	1
88	1878	Rathcormack, .	Rathcormack, f.	–	130	130	–	164	164	71	105	–	1*
89	1884	Kilworth, .	Kilworth, f.	–	73	73	–	89	89	32	38	–	1*
90	1928	Shangarry, .	Kilmahon, m.	100	–	100	117	–	117	30	47	1	–
91	1929	Drinagh, . .	Paddock, m.	54	–	54	82	–	82	19	40	1*	–
92	1949	Innishannon, .	Innishannon, . .	95	84	179	130	122	252	49	95	1	–
93	1953	Kanturk, . .	Kanturk, f.	–	86	86	–	156	156	44	79	–	1*
94	1975	Fermoy, . .	Fermoy, prep.	186	–	186	214	–	214	60	82	1*	–
95	1977	Ballinaboy, .	Gogginshill, m.	415	58	473	325	252	577	26	60	1	–
96	1978	Do. . .	Ballyheady, m.	47	–	47	47	–	47	20	35	1	–
97	1989	Do. . .	Do. f.	–	324	324	–	360	360	16	39	–	1
98	1997	Skull, . .	Skull, m.	34	–	34	93	–	93	22	57	1*	–
99	2016	Ahabullogue, .	Knocknagown, m.	77	–	77	87	–	87	27	40	1	–
100	2017	Do. . .	Do. f.	–	65	65	–	73	73	20	36	–	1
101	2043	Kilquane, .	Knockraha, . .	65	–	65	93	–	93	26	50	1	–
102	2045	Castletownroche,	Castletownroche, m.	104	–	104	133	–	133	49	81	1	–
103	2047	Cagheragh, .	Dromore, . .	21	36	57	54	34	88	14	42	1	–
104	2050	Carrigtohill, .	Carrigtohill, . .	102	59	161	127	73	200	48	118	1	–
105	2112	Myross, . .	Conscroneen, m	54	–	54	63	–	63	17	24	1	–
106	2113	Do. . .	Do. f.	–	82	82	–	82	82	23	43	–	1
107	2114	Brigown, or Mitchelstown,	Ballygiblin, . .	94	31	125	79	43	122	23	52	1*	–
108	2115	Do. . .	Gortroe, . .	200	106	306	233	122	355	50	66	1*	–
109	2117	Kilmacabea, .	Maulatrahane, m.	59	–	59	48	–	48	15	23	1	–
110	2157	Dromtariffe, .	Dromagh, m.	123	–	123	116	–	116	44	56	1*	–
111	2158	Do. . .	Do. f.	–	103	103	–	153	153	47	80	–	1*
112	2159	Creagh, . .	Creagh, . . .	48	25	73	43	36	79	24	43	1	–
113	2160	Kilnamartyra, .	Renaniree, . .	31	13	44	51	28	79	23	41	1	–
114	2161	Litter, or Fermoy,	Grange, . . .	26	12	38	39	21	60	15	30	1*	–
115	2162	Kilcorcoran, .	Lismire, m.	62	–	62	84	–	84	22	35	1	–
116	2163	Do. . .	Do. f.	–	68	68	–	82	82	25	38	–	1
117	2164	Ringcurran, .	Cove of Kinsale, .	69	29	98	91	48	139	53	59	1*	–
118	2221	Kilfaughnabeg, .	Glandore, f.	–	91	91	–	103	103	43	60	–	1*
119	2234	Lislee, . .	Cullinagh, . .	45	46	91	60	65	125	36	74	1*	–
120	2258	Fermoy, . .	Fermoy, . .	–	317	317	–	352	352	134	228	–	2
121	2267	Dunderrow, .	Dunderrow, f.	35	32	67	44	32	76	20	28	1*	–
122	2278	Drishane, .	Millstreet, f.	–	425	425	–	412	412	170	115	–	2
123	2281	Creagh, . .	Renagarogue, . .	13	11	24	50	22	72	19	43	1	–
124	2282	Tullagh, . .	Baltimore, m	54	–	54	57	–	57	18	36	1*	–
125	2283	Aghadown, .	Lisheen, . .	19	16	35	53	49	102	25	61	1	–
126	2329	M'naniny, .	Killavillen, m.	106	–	106	115	–	115	40	65	1	–
127	2330	Do. . .	Do. f.	–	81	81	–	98	98	38	65	–	1*
128	2335	Aghada, . .	Aghada, f.	–	56	56	–	70	70	27	37	–	1
129	2338	Donoughmore, .	Ballykerwick, f.	–	50	50	–	96	96	24	53	–	1
130	2339	Do. . .	Firmount, f.	–	53	53	–	76	76	20	37	–	1

a Residence rent free for teacher.

on the 31st December, 1855.—Province of MUNSTER : County of CORK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.			Assistants.			Monitors.															
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	1	–	–	1	–	3	4	19	11	—			34	3	4	24	0	0	6	0	0	30	0	0		69
1[3]	R.C.	–	–	–	–	–	1	1	16	1	1	17	6	28	10	0	4	10	0	—			[a]4	10	0		70
3[2]	R.C.	–	–	–	1	–	2		—		1	17	6	23	6	8	3	16	0	—			3	16	0		71
2[1]	R.C.	–	–	–	–	–	1	0	18	5	—			25	0	0	4	16	0	2	0	0	6	16	0	V.T.	72
1[3]	R.C.	1	–	–	–	–	2	2	15	1	—			44	10	0	10	0	0	9	4	7	19	4	7		73
3[1]	R.C.	–	–	–	–	–	1	3	13	10	—			18	0	0	2	13	6	—			2	13	6	B.	74
2[2]	R.C.	–	–	–	–	–	1		—		–			22	0	0	2	8	11	—			2	8	11	B.	75
3[1]	R.C.	–	–	–	–	–	1	0	17	3	1	17	6	17	0	0	4	19	11	—			4	19	11		76
1[2]	R.C.	1	–	–	1	–	3	10	17	4	—			58	3	4	14	18	11	—			14	18	11		77
3[2]	R.C.	–	–	–	–	–	1	0	12	6	1	17	6	18	15	0	3	0	0	—			3	0	0		78
2[1]	R.C.	–	–	–	–	–	1	0	4	6	1	17	6	24	0	0	4	0	0	—			4	0	0		79
1[3]	R.C.	1	–	–	–	–	2	8	4	1	—			27	3	4	2	19	6	—			[a]2	19	6		80
2[1]	R.C.	1	–	–	–	–	2	1	0	0	2	5	0	36	10	0	6	0	0	4	0	0	10	0	0	V.T.	81
3[2]	R.C.	–	–	–	–	–	1	0	15	7	—			19	0	0	2	0	6	—			2	0	6	A.	82
3[2]	R.C.	–	–	–	–	–	1		—		—			16	0	0	4	16	0	—			4	16	0		83
3[1]	R.C.	–	–	1	–	–	2	1	5	11	—			19	0	0	3	0	6	—			3	0	6		84
3[1]	R.C.	–	–	–	–	–	1	1	8	4	—			19	0	0	2	12	5	—			2	12	5		85
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	14	0	0	3	17	6	—			3	17	6		86
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	14	10	0	2	12	6	5	0	0	7	12	6		87
1[2]	R.C.	–	1	–	–	–	2	3	14	9	—			40	0	0	8	2	6	—			8	2	6		88
2[1]	R.C.	–	–	–	–	–	1	1	4	8	0	19	6	21	16	8	4	7	10	—			4	7	10		89
3[2]	R.C.	–	–	–	–	–	1	1	17	9	1	10	0	16	0	0	5	15	5	—			5	15	5		90
3[1]	R.C.	–	–	–	–	–	1		—		—			19	0	0	3	5	3	—			3	5	3		91
3[1]	R.C.	1	–	1	–	–	3	1	15	10	—			43	0	0	6	7	0	—			6	7	0		92
2	R.C.	–	1	1	–	–	3	2	1	6	—			54	6	8	9	6	3	—			9	6	3		93
2[2]	R.C.	1	–	–	–	–	2		—		—			27	1	8	10	14	2	—			10	14	2		94
3[2]	R.C.	–	–	–	–	–	1	0	11	3	—			16	0	0	5	3	9	—			5	3	9		95
3[2]	R.C.	–	–	–	–	–	1	0	11	4	—			17	0	0	8	12	1	—			[a]8	12	1		96
Prob.	R.C.	–	–	–	–	–	1	0	10	3	—			11	0	0	3	2	6	—			3	2	6		97
2[2]	R.C.	–	–	–	–	–	1	1	7	4	—			22	0	0	4	3	6	—			4	3	6		98
Prob.	R.C.	–	–	–	–	–	1	1	4	5	—			12	10	0	0	13	0	—			0	13	0		99
3[2]	R.C.	–	–	–	–	–	1		—		—			15	0	0	1	13	9	—			1	13	9		100
3[2]	R.C.	–	–	–	–	–	1	2	0	6	—			16	0	0	3	7	7	—			[a]3	7	7		101
2[2]	R.C.	–	–	–	–	–	1	3	1	2	—			22	0	0	9	11	4	—			9	11	4		102
3[2]	R.C.	–	–	–	–	–	1	0	11	5	—			16	0	0	3	0	0	—			3	0	0		103
3[2]	R.C.	–	–	–	–	–	1	1	8	7	—			16	0	0	10	15	2	—			10	15	2		104
Prob.	R.C.	–	–	–	–	–	1	0	15	10	1	10	0	12	10	0	2	9	5	—			2	9	5	A.	105
3[1]	R.C.	–	–	–	–	–	1		—		1	17	6	17	10	0	2	3	1	—			2	3	1	A.	106
2[2]	R.C.	–	–	–	–	–	1	1	13	11	1	10	0	15	13	4	3	10	0	—			3	10	0	V.T.	107
3[1]	R.C.	1	–	–	–	–	2	0	12	3	—			33	11	8	4	10	0	—			4	10	0		108
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	0	7	5	—			0	7	5		109
2[1]	R.C.	–	–	–	–	–	1	1	7	3	—			25	10	0	2	9	1	2	0	0	4	9	1	V.T.	110
1[2]	R.C.	–	–	–	–	1	2	3	17	6	—			30	16	8	8	7	7	—			8	7	7	V.T.	111
3[2]	R.C.	–	–	1	–	–	2	1	16	7	—			25	3	4	4	14	1	—			4	14	1	V.T.	112
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	12	10	0	1	9	6	—			1	9	6		113
2[2]	R.C.	–	–	–	–	–	1		—		1	10	0	22	0	0	1	12	3	—			1	12	3		114
3[2]	R.C.	–	–	–	–	–	1	1	8	11	1	10	0	16	0	0	3	13	11	—			3	13	11		115
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	1	6	6	—			1	6	6		116
3[1]	R.C.	–	–	–	1	–	2	2	13	6	1	17	6	19	0	0	11	18	7	—			11	18	7		117
1[2]	R.C.	–	–	–	–	1	2		—		—			38	16	8	—			—			—				118
3[2]	R.C.	–	–	1	–	–	2		—		2	12	6	24	0	0	4	10	0	—			4	10	0	V.T.	119
Nuns.	R.C.	–	–	–	–	–	2	4	2	8	—			38	15	0	—			—			—				120
3[1]	R.C.	–	–	–	–	–	1	1	7	3	—			22	16	8	3	9	10	—			[a]3	9	10	V.T.	121
Nuns.	R.C.	–	–	–	–	–	2	10	6	3	3	15	0	42	15	0	—			30	0	0	30	0	0		122
3[1]	R.C.	–	–	–	–	–	1	0	19	6	—			16	0	0	3	15	0	—			3	15	0		123
3[1]	R.C.	–	–	–	–	–	1	2	8	5	—			19	0	0	3	11	7	—			3	11	7		124
Prob.	R.C.	–	–	–	–	–	1	1	7	6	—			12	10	0	3	10	0	—			3	10	0		125
1[2]	R.C.	–	–	–	–	–	1	3	2	8	—			37	0	0	8	5	4	0	4	6	8	9	10		126
1[1]	R.C.	–	–	–	–	–	1	2	16	3	—			29	10	0	5	17	2	0	5	6	6	2	8		127
3[1]	R.C.	–	–	–	–	–	1	0	14	2	1	10	0	16	0	0	1	13	3	8	0	0	9	13	3		128
Prob.	R.C.	–	–	–	–	1	2		—		—			19	13	4	1	0	9	—			1	0	9	B.	129
Prob.	R.C.	–	–	–	–	–	1	0	12	3	—			11	13	4	2	1	6	—			2	1	6		130

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
131	2373	Skull,	Dunbeacon,	20	12	32	47	30	77	24	40	1*	–
132	2377	Dangan,	Kilcounty,	34	16	50	61	39	100	20	47	1	–
133	2378	Skull,	Skull, f.	–	70	70	–	91	91	27	41	–	1
134	2379	Kilcaskin,	Glengariffe,	52	25	77	45	23	68	21	35	1*	–
135	2448	Ballyvourney,	Ballymakeera,	113	110	223	115	98	213	69	82	1*	–
136	2452	Cloyne,	Cloyne, m.	171	–	171	182	–	182	55	90	1* 1	– –
137	2453	Do.	Do. f.	–	150	150	–	180	180	51	89	1*	–
138	2469	Ross,	Ardagh, Preparatory, f.	–	211	211	–	270	270	44	70	–	1
139	2470	Castletown Roche	Castletown Roche, f.	–	97	97	–	122	122	36	61	–	1*
140	2534	Timoleague,	Timoleague,	47	–	47	70	–	70	25	40	1	–
141	2635	Murragh,	Newcestown,	98	–	98	84	–	84	35	51	1	–
142	2705	Kilkerrinmore,	Rathbarry, f.	–	60	60	–	74	74	29	37	–	1
143	2706	Kilmichael,	Toames, f.	–	41	41	–	52	52	20	25	–	1
144	2707	St. Mary's (Shandon),	Sundayswell, f.	–	119	119	–	137	137	53	73	–	1
145	2800	Kilmacdonagh,	Kilmacdonagh,	54	71	125	107	97	204	55	107	1	–
146	2801	Kilcreddon,	Kilcreddon,	43	36	79	52	36	88	41	46	1*	–
147	2803	Clonmeen,	Bantyre, m.	126	–	126	115	–	115	41	60	1*	–
148	2804	Clonmeen,	Bantyre, f.	–	87	87	–	108	108	21	50	–	1*
149	2805	Garranekenefic,	Scartleagh,	67	42	109	93	63	156	55	78	1*	–
150	2806	Donaghmore,	Kilcullen, m.	50	–	50	65	–	65	19	25	1*	–
151	2807	Do.	Rathcoola, m.	60	–	60	67	–	67	21	28	1	–
152	2883	Kilmacabea,	Knuckskeagh,	36	21	57	53	26	79	14	40	1	–
153	2959	Deserterges,	Aghagohill,	48	29	77	79	45	124	24	52	1	–
154	2981	Abbeymahon,	Lislavane, m.	85	–	85	88	–	88	38	54	1	–
155	2982	Do.	Do. f.	–	100	100	–	117	117	60	74	–	1*
156	3012	Kilmacabea,	Maulatraham, f.	–	50	50	–	63	63	23	34	–	1*
157	3015	Nohavaldaly,	Knocknagrue,	–	103	103	–	117	117	51	60	–	1*
158	3021	Ardnageehy,	Minane, m.	75	–	75	113	–	113	31	63	1	–
159	3022	Do.	Do. f.	–	89	89	–	110	110	29	53	–	1
160	3049	Do.	Killuntin, m.	26	–	26	54	–	54	12	27	1	–
161	3050	Do.	Do. f.	–	38	38	–	51	51	18	30	–	1
162	3150	Canovee,	Canovee,	99	98	197	93	94	187	73	105	1*	–
163	3165	St. Anne's (Shandon),	St. Patrick's f.	–	179	179	–	191	191	54	73	–	1*
164	3167	Middleton,	Middleton, Workho.	147	251	[b]398	203	320	[b]523	[b]301	367	1* –	– 1
165	3195	Clonmel,	Haulbowline Island,	28	32	60	35	29	64	40	47	1	–
166	3242	Fermoy,	Fermoy, Workhouse,	90	124	214	92	110	202	135	132	1 –	– 1
167	3249	Ardnageehy,	Glenville, f.	–	60	[b]60	–	63	[b]63	[b]32	[b]24	–	1
168	3260	Kinsale,	Kinsale (2), m.	176	–	176	165	–	165	45	67	1	–
169	3269	Clonmeen,	Lyre,	62	37	99	54	36	90	44	50	1*	–
170	3281	Caherbeg,	Little Island,	61	50	111	78	53	131	46	75	1	–
171	3324	St. Anne's (Shandon),	St. Patrick's m.	165	–	165	184	–	184	58	71	1*	–
172	3342	Donaghmore,	Kilcullen, f.	–	52	52	–	63	63	16	20	–	1
173	3343	Do.	Rathcolla, f.	–	31	31	–	51	51	18	26	–	1
174	3374	Magourney,	Clontead, m.	78	–	78	106	–	106	34	47	1*	–
175	3417	Abbeystrowry,	Skibbereen, Workho.	104	164	268	90	161	251	191	193	1* –	– 1*
176	3422	Kilmaloda,	Clogagh, m.	88	–	88	87	–	87	19	45	1	–
177	3423	Kilmaloda,	Clogagh, f.	–	49	49	–	64	64	20	35	–	1
178	3431	Rathcormac,	Kildinan, Ord. Agrl.	42	39	81	45	47	92	23	44	1*	–
179	3438	Kilbrin,	Ballygraddy, m.	95	–	95	103	–	103	30	49	1*	–
180	3439	Do.	Do. f.	–	93	93	–	99	99	35	48	–	1
181	3440	Creagh,	Skibbereen m.	82	–	82	88	–	88	44	53	1*	–
182	3441	Do.	Do. f.	–	76	76	–	87	87	41	60	–	1*
183	3464	Ardagh,	Inch, m.	66	–	66	88	–	88	20	42	1	–
184	3465	Do.	Do. f.	–	30	30	–	58	58	12	29	–	1
185	3501	Dungourney,	Dungourney,	63	49	112	81	58	139	34	64	1*	–
186	3509	Kilmichael,	Dromleigh, f.	–	86	86	–	90	90	33	37	–	1
187	3545	St. Finbar's,	Cork, Workhouse,	1155	1007	2162	1423	1126	2549	810	737	1* –	– 1*

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of MUNSTER: County of CORK—*continued.*

Class.	Religion.	Teachers. Assistants. Males.	Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Females.	Total No. of Teachers, &c.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries. School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
3[1]	R.C.	–	–	–	–	–	1	0 13 5	1 10 0	19 10 0	4 0 3	—	4 0 3	V.T.	131
3[1]	R.C.	–	–	–	–	–	1	2 1 4	1 17 6	16 0 0	8 15 11	—	8 15 11		132
3[1]	R.C.	–	–	–	–	–	1	0 13 3	1 10 0	24 13 4	2 4 0	—	2 4 0		133
3[1]	R.C.	–	–	–	–	–	1	0 10 6	2 9 6	26 0 0	3 12 7	—	3 12 7		134
3[1]	R.C.	1	–	1	–	–	3	—	2 5 0	38 16 8	2 15 0	—	2 15 0	B.	135
1[2] Prob.	R.C. R.C.	–	–	–	–	–	2	5 10 8	—	46 10 0	13 6 8	—	[a]13 6 8		136
1[2]	R.C.	–	1	–	–	–	2	3 1 7	—	36 3 4	7 8 9	—	7 8 9		137
3[1]	R.C.	–	1	–	–	–	2	—	—	33 0 0	3 0 11	—	3 0 11		138
2[1]	R.C.	–	–	–	–	–	1	—	—	18 15 0	4 8 5	—	4 8 5		139
Prob.	R.C.	–	–	–	–	–	1	1 4 11	—	11 16 8	3 0 0	—	3 0 0		140
3[1]	R.C.	–	–	–	–	–	1	0 16 1	—	22 0 0	5 0 0	—	5 0 0		141
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	1 4 8	—	1 4 8		142
3[1]	R.C.	–	–	–	–	–	1	0 7 2	1 10 0	16 0 0	2 0 0	—	2 0 0		143
3[1]	R.C.	–	1	1	–	–	3	—	2 5 0	29 16 8	2 8 11	6 0 0	8 8 11		144
2[2]	R.C.	–	–	1	–	–	2	3 4 2	2 5 0	21 0 0	9 15 0	—	[a]9 15 0		145
2[1]	R.C.	–	–	–	–	–	1	1 5 7	1 17 6	23 0 0	—	3 17 5	[a]3 17 5		146
1[3]	R.C.	–	–	–	1	–	2	1 12 6	2 5 0	36 0 0	5 2 10	7 0 0	12 2 10	V.T.	147
2[1]	R.C.	–	–	–	–	–	1	0 13 8	1 17 6	19 10 0	1 16 1	—	1 16 1	V.T.	148
3[1]	R.C.	–	–	–	–	–	1	0 15 4	2 5 0	15 0 0	5 7 4	—	5 7 4		149
2[2]	R.C.	–	–	–	–	–	1	0 10 9	1 10 0	22 0 0	0 16 6	3 0 0	3 16 6		150
Prob.	R.C.	–	–	–	–	–	1	0 14 6	1 10 0	12 10 0	0 8 2	—	0 8 2		151
3[2]	R.C.	–	–	–	–	–	1	1 3 6	1 10 0	16 0 0	—	—	—		152
3[1]	R.C.	–	–	–	–	–	1	1 0 11	1 17 6	19 0 0	3 19 3	—	[a]3 19 3		153
3[1]	R.C.	–	–	–	–	–	1	—	1 17 6	19 0 0	6 0 0	—	6 0 0		154
1[3]	R.C.	–	–	–	–	1	2	—	2 5 0	28 16 8	10 0 0	—	10 0 0		155
3[1]	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	0 11 7	—	0 11 7		156
2[1]	R.C.	–	–	–	–	–	1	1 5 4	1 17 6	19 10 0	7 10 0	—	7 10 0		157
3[2]	R.C.	–	–	–	1	–	2	1 6 0	1 10 0	16 0 0	2 14 8	—	2 14 8		158
3[2]	R.C.	–	–	–	–	–	1	—	1 10 0	14 10 0	2 16 11	—	2 16 11		159
3[2]	R.C.	–	–	–	–	–	1	0 18 5	1 10 0	7 18 4	1 15 0	—	1 15 0		160
2[2]	R.C.	–	–	–	–	–	1	0 17 7	1 10 0	18 0 0	1 10 0	—	1 10 0		161
2[2]	R.C.	1	–	1	–	–	3	1 10 6	—	42 0 0	12 0 0	—	12 0 0	V.T.	162
1[2]	R.C.	–	–	1	–	1	3	1 19 8	2 5 0	41 5 0	1 9 3	10 0 0	11 9 3		163
2[2] 3[1]	R.C. R.C.	–	–	–	–	–	2	2 17 8	6 15 0	—	—	—	—		164
3[1]	R.C.	–	–	–	–	–	1	1 10 8	1 10 0	19 0 0	11 17 2	10 0 0	21 17 2		165
1[1] 2[2]	R.C. R.C.	–	–	–	–	–	2	4 18 3	1 17 6	—	—	—	—		166
3[2]	R.C.	–	–	–	–	–	1	1 7 8	—	10 15 0	2 10 0	15 0 0	17 10 0		167
3[2]	R.C.	–	–	–	1	–	2	—	1 17 6	17 11 8	6 0 0	—	6 0 0		168
3[1]	R.C.	–	–	–	1	–	2	1 11 10	—	26 10 0	4 8 2	—	4 8 2		169
3[1]	R.C.	–	–	–	–	–	1	1 0 6	2 5 0	19 0 0	4 14 2	—	4 14 2		170
2[1]	R.C.	1	–	–	–	–	2	4 13 10	2 5 0	24 0 0	2 15 0	19 3 4	21 18 4		171
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	9 15 0	—	—	—		172
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	11 0 0	—	—	—		173
2[1]	R.C.	–	–	–	–	–	1	1 12 0	—	25 0 0	1 5 6	—	1 5 6	V.T.	174
Prob. 2[2]	R.C. R.C.	–	–	–	–	–	2	8 8 1	4 17 6	10 0 0	—	—	—		175
3[2]	R.C.	–	–	–	–	–	1	1 4 1	1 10 0	16 0 0	2 10 0	—	2 10 0	V.T.	176
3[2]	R.C.	–	–	–	–	–	1	—	1 10 0	14 0 0	2 5 0	—	2 5 0	V.T.	177
3[1]	R.C.	–	–	–	–	–	1	1 8 0	—	26 19 0	4 0 0	10 0 0	[a]14 0 0		178
1[1]	R.C.	–	–	–	–	–	1	0 18 6	—	44 0 0	7 3 5	1 0 0	8 3 5	V.T.	179
1[3]	R.C.	–	–	–	–	–	1	2 15 5	—	23 0 0	2 14 9	1 0 0	3 14 9	V.T.	180
1[1]	R.C.	–	–	–	1	–	2	4 19 3	1 17 6	44 13 4	12 7 0	—	12 7 0		181
1[2]	R.C.	–	–	–	–	1	2	1 17 0	1 17 6	29 5 0	7 1 0	—	7 1 0		182
3[2]	R.C.	–	–	–	–	–	1	0 14 6	—	16 0 0	4 9 6	1 10 0	5 19 6		183
Prob.	R.C.	–	–	–	–	–	1	0 11 0	1 10 0	16 11 8	1 16 2	1 10 0	3 6 2		184
3[1]	R.C.	–	–	–	–	–	1	2 1 4	—	19 0 0	7 0 0	—	7 0 0		185
3[2]	R.C.	–	–	–	–	–	1	0 11 1	1 17 6	14 0 0	4 2 9	—	4 2 9	V.T.	186
1[3] 2[1]	R.C. R.C.	2	2	–	–	–	6	16 13 5	12 15 0	—	—	—	—		187

[b] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
188	3548	Kilshanig,	Laharn,	84	65	149	93	40	133	51	65	1	–
189	3557	Tullagh,	Cape Clear Island, f.	–	–	–	–	54	54	28	24	–	1
190	3564	Kilmore,	Crookhaven,	28	17	45	51	35	86	41	46	1*	–
191	3565	Fanlobus,	Dunmanway, Workho.	41	40	81	27	50	[b]77	69	[b]65	1* –	– 1
192	3588	Ahabullogue,	Ahabullogue, m.	66	–	66	77	–	77	29	40	1*	–
193	3589	Do.	Do. f	–	56	56	–	72	72	19	39	–	1
194	3651	Mallow,	Mallow, Workhouse,	75	118	193	76	123	199	136	116	1	1
195	3670	Magourney,	Clontead, f.	–	77	77	–	92	92	30	47	–	1*
196	3704	Templeroan,	Shanballymore, m.	69	–	69	69	–	69	29	31	1*	–
197	3705	Do.	Do. f.	–	77	77	–	78	78	30	33	–	1
198	3722	Kilnaglory,	Ballynora,	109	98	207	126	113	239	85	135	1*	–
199	3810	Kilmacabea,	Kilmacabea, f.	–	65	65	–	64	64	14	25	–	1*
200	3823	Carrigcrohane,	Ballincollig, m.	178	–	178	188	–	188	81	114	1*	–
201	3828	St. Mary's, or Youghal,	Youghal, f.	–	443	443	–	548	548	273	282	–	3
202	3872	Carrigcrohane,	Ballincollig, f.	–	135	135	–	202	202	80	131	–	1*
203	3885	Abbey,	Abbey,	36	21	57	57	35	92	30	55	1*	–
204	3886	Kilmeen,	Kishkeane,	104	99	203	114	107	221	75	92	1*	–
205	3887	Monaniny,	Knockacoletha,	38	21	59	25	15	40	22	22	1	–
206	3888	Kilmichael,	Castleview,	88	103	191	98	116	214	72	98	1*	–
207	3923	Kanturk,	Kanturk, Workh.	252	325	577	250	300	550	352	275	1* –	– 1
208	3929	Desertserges,	Cnox,	39	48	87	70	85	155	26	71	1*	–
209	3930	Kilshanig,	Kilpadder,	117	–	117	82	61	143	30	65	1	–
210	3993	Britway,	Britway, m.	25	28	53	19	21	40	54	54	1	–
211	3994	Do.	Do. f.	37	31	68	32	39	71	23	29	–	1
212	3995	Iveleary,	Ballingeary, m.	76	–	76	80	–	80	33	45	1*	–
213	3996	Cullen,	Cullen f.	–	138	138	–	179	179	61	100	–	1*
214	3997	Ballyhooley,	Ballyhooley, m.	144	–	144	160	–	160	64	86	1*	–
215	3998	Do.	Do. f.	–	105	105	–	162	162	35	68	–	1*
216	4053	Newmarket,	Meelin,	60	65	[b]125	50	64	[b]114	[b]32	[b]44	1*	–
217	4054	Ballindangan,	Ballindangan,	110	88	198	151	106	257	70	134	1	–
218	4055	Kinneagh,	Enniskean, m.	70	–	[b] 70	58	–	[b]58	[b]37	[b]36	1*	–
219	4056	Kilmichael,	Gurranreagh,	25	33	58	34	31	65	19	34	1	–
220	4057	Fermoy,	Fermoy, m.	145	–	145	131	–	131	70	71	1*	–
221	4058	Clonpriest,	Clonpriest, f.	–	91	91	–	113	113	40	58	–	1
222	4059	Caharagh,	Kilnagisgagh,	27	24	51	59	54	113	14	60	1*	–
223	4060	Tullagh,	Baltimore, f.	–	58	58	–	54	54	12	27	–	1*
224	4118	Lisgoold,	Lemlara,	78	–	78	85	–	85	35	40	1	–
225	4122	Mologga,	Knockanevin, m.	55	–	55	86	–	86	24	36	1	–
226	4123	Do.	Do. f.	–	68	68	–	96	96	25	40	–	1
227	4124	Do.	Graigue, m.	39	–	39	74	–	74	19	36	1	–
228	4125	Do.	Do. f.	–	–	[a]–	–	61	61	31	22	–	1
229	4126	Kildorrery,	Scart, m.	69	–	69	101	–	101	29	47	1*	–
230	4127	Do.	Do. f.	–	74	74	–	105	105	21	39	–	1
231	4128	Doneraile,	Kingstown, m.	70	–	[b]70	79	–	79	20	25	1	–
232	4129	Do.	Do. f.	–	63	63	–	82	82	19	25	–	1
233	4152	Knockavilla,	Knockavilla,	105	–	105	116	–	116	29	54	1*	–
234	4172	Skull, West,	Lowertown, m.	69	57	126	78	74	152	27	66	1*	–
235	4185	Iveleary,	Inchigeela, f.	–	48	48	–	58	58	31	34	–	1
236	4186	Inniscarra,	Berrings, m.	82	–	82	103	–	103	19	44	1	–
237	4187	Do.	Do. f.	–	92	92	–	105	105	22	48	–	1
238	4229	Killeagh,	Grenane (BereIsland)	68	42	[b]110	68	42	[b]110	49	[b]61	1	–
239	4230	Lisgoold,	Lisgoold, m.	84	–	84	77	–	77	39	49	1	–
240	4231	Do.	Do. f.	–	93	93	–	87	87	32	45	–	1*
241	4239	Buttevant,	Buttevant, f.	–	102	102	–	131	131	67	45	–	1*
242	4250	St. Michael,	Ballintemple,	32	58	90	48	52	100	47	54	–	1
243	4268	Doneraile,	Doneraile, f.	–	423	423	–	448	448	201	240	–	3
244	4350	Do.	Ballyvoneir,	48	36	[b]84	62	27	89	[b]35	50	1	–
245	4411	Kilmacamogue,	Bantry, Workhouse,	123	150	273	90	103	193	142	121	1	1
246	4440	Cullen,	Cullen, m.	134	–	134	144	–	144	59	68	1	–
247	4442	Clonpriest,	Kyle,	20	15	35	33	22	55	15	25	1	

[a] No return this half-year.

[b] Taken from Inspector's Report.

on the 31st December, 1855—Province of MUNSTER: County of CORK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3²	R.C.	–	–	–	–	–	1	0	12	9	—			16	0	0	5	0	0	—			5	0	0		188
3²	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	0	14	6	—			0	14	6		189
3¹	R.C.	–	–	–	–	–	1	1	4	11	1	10	0	19	0	0	2	10	0	—			2	10	0		190
3¹ Prob.	R.C. R.C.	–	–	–	–	–	2	1	0	0	1	17	6	10	0	0	—			—			—				191
3²	R.C.	–	–	–	–	–	1	2	0	10	1	10	0	16	15	0	4	11	6	—			4	11	6		192
3¹	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	2	12	6	—			2	12	6		193
–	R.C.	–	–	–	–	–	2	1	19	6	—			—			—			—			—				194
2²	R.C.	–	–	–	–	–	1	—			—			18	10	0	2	14	10	—			2	14	10	V.T.	195
3²	R.C.	–	–	–	–	–	1	2	14	3	—			17	0	0	1	14	1	—			1	14	1		196
3¹	R.C.	–	–	–	–	–	1	—			—			17	0	0	1	7	9	—			1	7	9		197
1²	R.C.	–	–	1	1	–	3	4	11	2	—			52	5	0	21	7	3	—			21	7	3		198
1³	R.C.	–	–	1	–	–	2	—			—			29	10	0	—			—			—				199
1²	R.C.	1	–	–	–	–	2	4	19	6	—			50	0	0	9	9	1	—			9	9	1		200
Nuns.	R.C.	–	–	–	–	–	3	5	0	6	—			53	15	0	—			—			—				201
2²	R.C.	–	1	–	–	–	2	—			—			28	15	0	10	4	9	—			10	4	9		202
3²	R.C.	–	–	–	–	–	1	3	1	10	1	10	0	17	10	0	6	10	6	—			6	10	6	V.T.	203
2¹	R.C.	1	–	–	–	–	2	6	8	5	2	12	6	36	10	0	5	10	0	—			5	10	0		204
Prob.	R.C.	–	–	–	–	–	1	0	3	6	1	10	0	22	0	0	5	0	0	—			5	0	0		205
2¹	R.C.	–	–	1	1	–	3	3	7	8	2	12	6	39	13	4	6	15	6	—			6	15	6	V.T.	206
– –	R.C. R.C.	–	–	–	–	–	2	3	12	14	—			—			—			—			—				207
2²	R.C.	–	–	–	–	–	1	0	12	3	2	5	0	22	0	0	7	2	0	—			7	2	0	V.T.	208
3¹	R.C.	–	–	–	–	–	1	0	19	1	1	17	6	17	10	0	4	4	2	—			4	4	2		209
Prob.	R.C.	–	–	–	–	–	1	—			—			6	8	4	3	0	0	—			3	0	0	V.T.	210
3¹	R.C.	–	–	–	–	–	1	—			—			10	12	6	3	10	0	—			3	10	0	V.T.	211
2¹	R.C.	–	–	–	–	–	1	3	8	8	1	17	6	25	0	0	2	17	6	—			2	17	6	V.T.	212
2¹	R.C.	–	1	–	–	–	2	3	2	11	2	5	0	32	16	8	7	7	4	—			7	7	4	V.T.	213
2¹	R.C.	1	–	–	–	–	2	3	6	10	2	5	0	41	15	0	8	6	0	12	0	0	20	6	0	V.T.	214
1³	R.C.	–	1	–	–	–	2	1	0	0	2	5	0	33	0	0	5	0	0	8	0	0	13	0	0	V.T.	215
3¹	R.C.	–	–	–	–	–	1	3	2	6	—			19	0	0	—			—			—				216
3¹	R.C.	1	–	–	1	–	3	6	1	5	—			37	3	4	14	18	2	—			14	18	2		217
2²	R.C.	–	–	–	–	–	1	1	4	7	—			22	0	0	9	7	6	—			9	7	6		218
3¹	R.C.	–	–	1	–	–	2	0	8	0	—			32	18	4	3	0	0	—			3	0	0		219
1²	R.C.	1	–	–	–	–	2	—			—			46	10	0	10	14	2	—			10	14	2		220
3²	R.C.	–	–	–	–	–	1	0	15	1	—			14	0	0	4	0	0	2	0	0	6	0	0		221
3¹	R.C.	–	–	–	–	–	1	1	4	8	—			19	0	0	3	15	0	—			3	15	0		222
3²	R.C.	–	–	–	–	–	1	—			—			14	0	0	1	16	4	—			1	16	4		223
Prob.	R.C.	–	–	–	–	–	1	0	8	4	—			12	10	0	6	13	4	—			6	13	4		224
3²	R.C.	–	–	–	–	–	1	0	16	0	—			16	0	0	5	0	0	—			5	0	0		225
2²	R.C.	–	–	–	–	–	1	1	3	0	—			14	0	0	3	0	0	—			3	0	0		226
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	6	8	2	4	6	—			2	4	6		227
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	9	11	8	0	17	1	—			0	17	1		228
2¹	R.C.	–	–	–	–	–	1	0	19	5	—			24	0	0	4	13	0	—			4	13	0		229
3²	R.C.	–	–	–	–	–	1	—			—			14	1	8	2	12	6	—			2	12	6		230
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	13	8	4	—			—			[c] —				231
3²	R.C.	–	–	–	–	–	1	0	10	0	1	10	0	12	5	0	—			—			—				232
2²	R.C.	–	–	–	–	–	1	2	3	7	—			21	0	0	4	10	0	—			4	10	0		233
3¹	R.C.	–	–	–	–	–	1	1	6	6	1	17	6	19	0	0	8	0	0	—			8	0	0		234
3²	R.C.	–	–	–	–	–	1	5	2	10	—			14	0	0	2	0	0	—			2	0	0		235
3¹	R.C.	–	–	–	–	–	1	1	5	6	1	10	0	19	0	0	3	16	9	—			3	16	9	V.T.	236
Prob.	R.C.	–	–	–	–	–	1	0	10	5	1	10	0	18	0	0	1	19	7	—			1	19	7	V.T.	237
3¹	R.C.	–	–	–	–	–	1	1	0	3	—			13	5	0	8	2	4	—			8	2	4		238
3¹	R.C.	–	–	–	–	–	1	1	7	7	—			19	0	0	4	13	0	—			4	13	0		239
1²	R.C.	–	–	–	–	–	1	2	14	9	—			26	15	0	6	16	5	—			6	16	5		240
1³	R.C.	–	1	–	–	–	2	2	6	3	—			24	10	0	5	4	7	—			5	4	7		241
3²	R.C.	–	–	–	–	–	1	—			—			14	0	0	—			—			—				242
Prob.	R.C.	–	–	1	–	1	5	5	0	0	4	10	0	66	13	4	—			—			—				243
Prob.	R.C.	–	–	–	–	–	1	2	11	2	1	10	0	5	16	8	3	11	8	—			3	11	8		244
Prob.	R.C.	–	–	–	–	–	2	—			3	15	10	11	0	0	—			—			—				245
3¹	R.C.	–	–	–	1	–	2	2	7	7	2	5	0	24	0	0	10	0	0	—			10	0	0	V.T.	246
Prob.	R.C.	–	–	–	–	–	1	—			—			12	10	0	1	9	6	—			1	9	6		247

[c] Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
248	4443	Nohoval, . .	Rennies, . .	67	52	119	83	53	136	39	63	1*	–
249	4444	Castlehaven, .	Dooneen, . m.	64	–	64	62	–	62	12	23	1	–
250	4445	Do. . .	Do. f.	–	36	36	–	57	57	7	25	–	1
251	4446	Kilmeen, . .	Boherbee, m.	108	–	108	146	–	146	49	68	1*	–
252	4447	Do. . .	Do. f.	–	89	89	–	121	121	34	64	–	1*
253	4448	Clonmeen, .	Clonmeen, m.	66	–	66	67	–	67	17	20	1*	–
254	4449	Do. . .	Do. f.	–	56	56	–	62	62	12	25	–	1
255	4451	Magourney, .	Tullig, m.	59	–	59	59	–	59	18	31	1*	–
256	4452	Do. . .	Do. f.	–	59	59	–	49	49	19	24	–	1
257	4453	Rathcormac, .	Gurtroe, m.	55	–	55	63	–	63	25	32	1	–
258	4454	Do. . .	Do. f.	–	57	57	–	77	77	27	33	–	1
259	4455	Newmarket, .	Newmarket, m.	177	–	177	200	–	200	55	102	1*	–
260	4456	Do. . .	Do. f.	–	109	109	–	172	172	46	94	–	*1
261	4457	Clondrohid, .	Carriganima, . .	52	45	97	55	54	109	44	63	1	–
262	4572	Kinsale, . .	Kinsale, St. Joseph's, f.	–	787	787	–	753	753	403	454	–	7
263	4578	Ahina, . .	Ballyvongane, m.	86	–	86	105	–	105	25	47	1	–
264	4579	Do. . .	Do. f.	–	98	98	–	81	81	24	40	–	1
265	4599	Monkstown, .	Shanbally, . .	77	46	123	64	48	112	40	63	1*	–
266	4630	Mallow, . .	Mallow, f.	–	555	555	–	388	388	141	188	–	4
267	4680	Monkstown, .	Ringaskiddy, . .	105	72	177	126	–	126	56	60	1*	–
268	4701	Clonmel, . .	Spike Island, . .	43	19	62	37	21	58	29	37	1	–
269	4755	Kilshanig, .	Glantane, m.	67	–	67	104	–	104	27	55	1*	–
270	4756	Do. . .	Do. f.	–	60	60	–	80	80	22	41	–	1*
271	4836	Killaconneenagh,	Ballhuskery, . .	12	47	59	21	54	75	9	15	–	1
272	4837	Glanworth, .	Glanworth, m.	66	–	66	71	–	71	21	40	1*	–
273	4838	Do. . .	Do. f.	–	78	78	–	83	83	19	39	–	1*
274	4843	Killacolleenagh,	Castletown, m.	77	–	77	126	–	126	40	56	1*	–
275	4844	Do. . .	Do. f.	–	135	135	–	134	134	68	63	–	1*
276	4845	Kilcaskan, .	Derraconnery, .	17	6	23	29	14	43	24	20	1	–
277	4893	Ringrone, .	Ballymaca, . .	46	33	79	38	31	69	19	44	1	–
278	4896	Macroom, .	Macroom, workhouse,	89	216	[b]305	107	267	[b]374	[b]240	[b]238	1	1
279	4925	Kinsale, . .	Kinsale, workhouse,	69	77	146	48	74	122	94	94	–	1*
280	4953	Castlemagner, .	Ballyhass,[c] m.	–	–	–	–	–	–	–	–	–	–
281	4954	Do. . .	Do. f.	–	52	52	–	31	31	11	20	–	1*
282	5029	Bandon, . .	Bandon, m.	156	–	156	200	–	200	69	106	1*	–
283	5055	Kinneagh, .	Enniskean, f.	–	40	[b]40	–	113	[b]113	16	30	–	1
284	5093	Imphrick, .	Newtown, m.	115	96	211	100	–	100	50	47	1*	–
285	5140	Creagh, . .	Skibbereen, prep. m.	122	–	122	146	–	146	36	78	1*	–
286	5141	Do. . .	Do. f.	–	67	67	–	85	85	28	47	1	–
287	5147	Kilshanig, .	Clashbee, . .	67	48	115	78	76	154	53	60	1	–
288	5187	Rathcooney, .	Riverstown m	93	–	93	105	–	105	34	55	1*	–
289	5188	Drimoleague, .	Drimoleague, .	60	–	60	61	–	61	19	31	1	–
290	5190	Wallstown, .	Wallstown, m.	71	–	71	65	–	65	24	28	1	–
291	5226	Killaconneenagh,	Cahergariffe, . .	41	29	70	57	45	102	37	48	1	–
292	5257	Kilbrogan, .	Bandon, f.	–	551	551	–	592	592	290	365	–	3
293	5258	Killeagh, . .	Killeagh, f.	–	108	108	–	124	124	54	85	–	1*
294	5263	Farrahy, . .	Farrahy, mod. agr.	59	–	59	94	–	94	22	29	1 1*	– –
295	5266	St. Mary's or Youghal, .	Youghal (2), m.	316	–	316	405	–	405	110	131	1*	–
296	5293	Kilmacabea, .	Kilmacabea, m.	46	–	46	38	–	38	15	14	1	–
297	5298	Clenore, . .	Clenore and Carrig,	53	–	53	66	–	66	25	37	1	–
298	5334	Marmulane, .	Passage, West, m.	221	–	221	185	–	185	105	55	1*	–
299	5335	Do. . .	Do. f.	9	176	185	9	198	207	65	83	–	1*
300	5343	Ballynoe, . .	Ballynoe, m.	85	–	85	125	–	125	46	60	1*	–
301	5344	Do. . .	Do. f.	–	109	109	–	113	113	48	57	–	1*
302	5345	Knockmourne, .	Conna, m.	67	–	67	64	–	64	28	38	1*	–
303	5346	Do. . .	Do. f.	–	68	68	–	98	98	34	50	–	1*
304	5374	Drinagh, . .	Lettergorman, .	33	32	65	31	32	63	25	44	1	–
305	5375	Douglas, . .	Douglas, m.	141	–	141	129	–	129	55	76	1	–
306	5376	Kilmichael, .	Gneeves, . .	49	43	92	36	30	66	23	31	1	–
307	5377	Kilnamanagh, .	Cluin, ...	105	–	105	100	–	100	29	45	1	–
308	5477	Kilbrogan, .	Laragh, . . .	40	35	75	48	28	76	23	36	1*	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of MUNSTER: County of CORK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	–	–	–	1	0	19	6	—			19	0	0	5	2	6	—			5	2	6		248
Prob.	R.C.	–	–	–	–	–	1		—		—			10	11	8	0	6	3	2	10	0	2	16	3	v.c.	249
Prob.	R.C.	–	–	–	–	–	1	0	15	1	—			11	0	0	1	0	0	—			1	0	0	v.c.	250
3[1]	R.C.	–	–	–	–	–	1	1	2	9	2	5	0	18	16	8	2	13	9	—			2	13	9	v.t.	251
2[1]	R.C.	–	–	–	–	–	1	1	11	6	1	17	6	19	10	0	2	2	0	—			2	2	0	v.t.	252
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	17	0	0	1	6	11	—			1	6	11	v.c.	253
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	12	11	8	0	18	8	—			0	18	8	v.c.	254
3[2]	R.C.	–	–	–	–	–	1							16	0	0	4	7	4	—			4	7	4		255
3[2]	R.C.	–	–	–	–	–	1	0	17	4	—			16	0	0	4	7	4	—			4	7	4		255
3[2]	R.C.	–	–	–	–	–	1	0	10	0	—			12	0	0	0	15	3	—			0	15	3		256
3[2]	R.C.	–	–	–	–	–	1	1	1	3	—			12	10	0	3	5	0	—			3	5	0		257
3[1]	R.C.	–	–	–	–	–	1	0	14	3	—			14	0	0	3	10	0	—			3	10	0		258
3[2]	R.C.	–	–	–	–	–	1	4	4	2	2	5	0	39	3	4	11	11	1	—			11	11	1		259
1[3]	R.C.	1	–	–	–	–	2		—		1	17	6	29	10	0	12	4	3	2	0	0	14	4	3		260
1[3]	R.C.	–	–	–	–	1	2	2	7	10	—			25	0	0	10	15	0	—			10	15	0	v.t.	261
Prob.	R.C.	–	–	1	–	–	2	5	12	7	8	12	6	120	2	11	—			—			—				262
3[1]	R.C.	–	–	–	–	1	8	1	13	9	1	17	6	16	0	0	5	10	6	—			5	10	6		263
3[1]	R.C.	–	–	–	–	–	1	2	11	6	1	10	0	13	8	4	4	14	8	—			4	14	8		264
3[1]	R.C.	–	–	–	–	–	1		—		1	17	6	19	0	0	4	8	4	—			4	8	4		265
3[1]	R.C.	–	–	–	–	–	1							64	1	8	—			—			—				266
Nuns.	R.C.	–	–	1	–	1	6	4	9	10	4	17	6	22	0	0	13	2	0	4	0	0	17	2	0		267
2[2]	R.C.	–	–	–	–	–	1	1	0	3	2	12	6	22	0	0	10	0	0	5	0	0	[a]15	0	0		268
3[1]	E.C.	–	–	–	–	–	1	1	11	7	1	10	0	19	0	0	10	0	0	—			6	10	4		269
2[2]	R.C.	–	–	–	–	–	1	1	14	5	—			22	0	0	6	10	4	—			3	0	0		270
1[3]	R.C.	–	–	–	–	–	1	2	15	1	—			19	10	0	3	0	0	—			0	1	1	v.c.	271
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	11	0	0	0	1	1	—			2	15	7		272
2[1]	R.C.	–	–	–	–	–	1	1	3	7	—			24	0	0	2	15	7	—			2	6	5		273
3[2]	R.C.	–	–	–	–	–	1	1	19	4	—			14	10	0	2	6	5	—			5	9	5	v.c.	274
1[2]	R.C.	–	–	–	1	–	2	4	6	2	—			35	0	0	5	9	5	—			4	9	11	v.c.	275
1[2]	R.C.	–	1	–	–	–	2	1	0	0	—			37	0	0	4	9	11	—			0	19	0	v.c.	276
3[2]	R.C.	–	–	–	–	–	1	0	10	9	—			12	10	0	0	19	0	—			1	18	6		277
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	16	0	0	1	18	6	—							278
–	R.C.	–	–	–	–	–	2	1	11	4	5	12	6	—			—			—			—				279
21	E.C.	–	–	–	–	–	1	3	15	9	2	5	0	—			—			—			—			v.c.	280
–	–	–	–	–	–	–	–		—			—		2	15	0	—			—			—				
2[2]	R.C.	–	–	–	–	–	1		—			—		18	0	0	0	10	6	—			[a]0	10	6	v.c.	281
3[1]	R.C.	1	–	–	–	–	2	0	13	0		—		31	10	0	2	18	5	12	0	0	14	18	5		282
3[2]	R.C.	–	–	–	–	–	1	0	11	1		—		14	0	0	1	3	6	—			1	3	6		283
2[2]	R.C.	–	–	–	–	–	1	1	10	0		—		22	0	0	4	15	0	—			4	15	0		284
2[2]	R.C.	1	–	–	1	–	3	2	9	3		—		25	15	0	5	7	3	4	0	0	9	7	3		285
2[2]	R.C.	–	1	–	–	–	2	2	1	9		—		28	0	0	1	0	0	—			1	0	0		286
3[1]	R.C.	–	–	–	–	–	1	1	14	10	1	17	6	12	10	0	6	12	9	—			6	12	9	v.c.	287
3[2]	R.C.	–	–	–	–	–	1	0	11	7		—		20	0	0	6	13	9	—			6	13	9		288
3[1]	R.C.	–	–	–	–	–	1	0	14	2		—		19	0	0	1	11	3	—			1	11	3		289
3[1]	R.C.	–	–	–	–	–	1	0	16	0		—		18	6	8	1	10	8	—			[a]1	10	8		290
3[2]	R.C.	–	–	–	–	–	1	1	0	1		—		16	0	0	1	16	7	—			1	16	7		291
3[2]	R.C.	–	–	–	–	–	1	4	10	10		—		65	5	5	—			33	10	0	33	10	0		292
Nuns.	R.C.	–	1	–	–	1	5	2	1	2		—		29	16	8	12	12	0	—			12	12	0		293
2[2]	R.C.	–	1	–	–	–	2	3	11	4	1	0	0	75	12	2	3	4	0	—			[a]3	4	0		294
Agrlst. 2[1]	R.C.	–	–	–	1	–	3																				
3[1]	R.C.	1	–	–	–	–	2	2	19	2		—		31	10	0	0	19	6	8	0	0	[a]8	19	6		295
Prob.	R.C.	–	–	–	–	–	1		—			—		13	10	0		—		—				—			296
Prob.	R.C.	–	–	–	–	–	1	0	19	3		—		22	0	0	1	18	9	—			1	18	9		297
1[3]	R.C.	1	–	–	–	–	2	1	7	5		—		42	18	4	19	3	7	—			19	3	7		298
1[3]	R.C.	–	1	–	–	–	2		—			—		38	10	0	15	19	7	—			15	19	7		299
3[1]	R.C.	1	–	–	–	–	2	4	4	8		—		27	15	0	8	0	0	3	15	0	11	15	0	v.c.	300
2[2]	R.C.	–	1	–	–	–	2	0	18	3		—		33	0	0	4	17	3	3	15	0	8	12	3	v.c.	301
3[1]	R.C.	–	–	–	–	–	1	0	15	9		—		20	0	0	3	15	7	3	15	0	7	10	7	v.c.	302
1[3]	R.C.	–	1	–	–	–	2	1	9	6		—		35	0	0	—			6	19	9	6	19	9	v.c.	303
3[1]	R.C.	–	–	–	–	–	1	0	12	7		—		27	0	0	1	17	11	—			1	17	11		304
3[1]	R.C.	1	–	–	–	–	2	2	1	3		—		41	3	4	3	7	2	5	0	0	8	7	2		305
3[1]	R.C.	–	–	–	–	–	1	1	1	5		—		18	13	4	4	15	6	—			4	15	6		306
3[2]	R.C.	–	–	–	–	–	1	1	14	0		—		19	6	8	4	12	6	—			4	12	6		307
Prob.	R.C.	–	–	–	–	–	1	1	1	3		—		22	0	0	5	13	6	—			5	13	6		308
2[2]	R.C.	–	–	–	–	–	1																				

[a] School temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.			31st March, 1855.	30th Sept., 1855.		
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
309	5478	Clonfert,	Rockchapel, m.	102	–	102	86	–	86	43	46	1*	–
310	5479	Do.	Do. f.	–	62	62	–	84	84	33	45	–	1
311	5488	Ringrone,	Old Head of Kinsale,	40	25	65	42	30	72	21	36	1	–
312	5489	Marshalstown,	Glenahulla, m.	44	43	87	41	50	91	26	40	1	–
313	5508	Douglas,	Douglas, f.	–	97	97	–	101	101	39	50	–	1
314	5519	Kilmahon, or Shangarry,	Ballybrahir,	78	56	[a]134	78	56	[a]134	43	78	1	–
315	5565	Kilcaskan,	Trafask, m.	71	–	71	101	–	101	36	48	1*	–
316	5566	Do.	Do. f.	–	48	48	–	65	65	19	31	–	1*
317	5567	Do.	Adrigoole, m.	42	–	42	47	–	47	30	35	1	–
318	5568	Do.	Do. f.	–	36	36	–	43	43	26	30	–	1
319	5587	Kilmacamogue,	Cappabue,	40	24	64	36	23	59	21	36	1	–
320	5588	Do.	Drumgariffe,	38	24	62	41	25	66	41	39	1	–
321	5589	Ballymodan,	Gurteen O'Mahon,	39	32	71	39	38	77	24	43	1*	–
322	5590	Bandon,	Shannon-st.(Bandon),	84	–	84	82	–	82	30	35	1*	–
323	5591	Kilmacamogue,	Coomhola,	7	12	19	37	41	78	24	39	1	–
324	5636	Fanlobus,	Dunmanway, Dist. Model, m.	141	–	141	138	–	138	100	103	1	–
325	5637	Do.	Do. f.	–	114	114	–	116	116	78	92	–	1
326	5654	Kilmore,	Tourmore, m.	19	10	29	45	19	64	19	29	1	–
327	5656	Do.	Goleen, m.	75	–	75	76	–	76	25	41	1*	–
328	5657	Do.	Do. f.	–	47	47	–	50	50	24	30	–	1
329	5669	St. Finbar's,	Great George's-street, Lancasterian,	493	–	493	640	–	640	335	388	5	–
330	5700	Kilmacabea,	Clonkeen, m.	86	–	86	109	–	109	24	44	1*	–
331	5701	Do.	Do. f.	–	90	90	–	102	102	16	36	–	1
332	5708	Rathcooney,	Ballinvriskig,	35	44	79	62	39	101	38	55	1	–
333	5709	Do.	Riverstown, f.	–	87	87	–	104	104	38	59	–	1*
334	5710	Skull,	Dereenard,	12	10	22	30	28	58	17	29	1	–
335	5716	Castlehaven,	Castletownsend, m.	92	–	92	111	–	111	21	67	1*	–
336	5717	Do.	Do. f.	–	61	61	–	103	103	16	56	–	1
337	5726	Skull,	Kilthumane,	55	31	[a]86	55	31	[a]86	[a]26	[a]26	1	–
338	5727	Kilmoe,	Lisigriffin,	79	34	[a]113	55	24	79	25	35	1	–
339	5744	Kilcatherine,	Inner Ardgroom,	49	16	65	50	14	64	30	41	1	–
340	5768	Churchtown,	Churchtown, m.	74	–	74	110	–	110	33	52	1*	–
341	5769	Do.	Do. f.	–	76	76	–	94	94	32	45	–	1*
342	5771	Ballymoney,	Ballinacarriga, m.	42	–	42	69	–	69	25	40	1+	–
343	5772	Do.	Do. f.	–	53	53	–	73	73	20	44	–	1
344	5800	Blarney,	Blarney Village,	67	–	67	89	–	89	38	53	1*	–
345	5801	Moviddy,	Ahandur, f.	–	85	85	–	96	96	21	50	–	1
346	5814	Tracton,	Robert's Cove,	55	33	[a]88	42	28	70	[a]52	42	1*	–
347	5815	Kilnagross,	Kilnagross,	28	22	50	26	27	53	16	30	1	–
348	5852	Drinagh,	Paddock, f.	–	59	59	–	76	76	16	30	–	1
349	5854	Rathclarin,	Kilbrittain,	48	42	90	90	92	182	54	113	1	–
350	5855	Kilmurry,	Kilmurry, m.	114	–	114	95	–	95	42	53	1	–
351	5866	Kilcrohane,	Rossnacaharagh,	40	25	65	58	39	97	25	45	1	–
352	5867	Curryrippane,	Clogheen,	60	37	97	57	34	91	54	59	1	–
353	5868	Skull,	Long Island,	–	–	[c]–	–	–	[c]–	[c]–	[c]–	–	–
354	5904	Ballydeloher,	Brooklodge,	52	18	70	59	25	84	18	35	1	–
355	5906	Ballyfeard,	Ballingarry,	46	29	75	60	53	113	24	55	1	–
356	5907	Kilmanogue,	Belgooley,	45	23	68	62	42	104	29	56	1	–
357	5940	Blackrock,	Blackrock, f.	–	291	291	–	229	229	129	126	–	1
358	5944	Templeomallus,	Darrary	76	31	107	96	38	134	44	81	1*	–
359	5959	Kilcoe,	Kilcoe, m.	43	–	43	63	–	63	12	36	1	–
360	5960	Do.	Do. f.	–	49	49	–	73	73	23	37	–	1
361	5961	Aglish,	Farren, temp. m.	70	43	113	64	53	117	25	66	1*	–
362	5976	Mourne Abbey,	Burnfoot, m.	54	–	54	96	–	96	22	42	1	–
363	5977	Do.	Do. f.	–	78	78	–	122	122	23	56	–	1
364	5985	Ovens,	Ovens, f.	–	168	168	–	165	165	45	100	–	1*
365	5993	Killaconnenagh,	Castletown, workh.	82	105	187	63	84	147	74	73	1 –	– 1
366	5999	St. Finbar's,	Douglas-street,	656	–	656	758	–	758	[a]396	403	–	5
367	6001	Drinagh,	Drominidy,	36	30	66	55	48	103	24	58	1	–

[a] Taken from Inspector's report.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of MUNSTER : County of CORK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	–	–	–	1	1	8	1	1	17	6	23	10	0	2	2	8	—			2	2	8		309
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	4	11	3	—			4	11	3		310
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	3	10	6	—			3	10	6		311
3[2]	R.C.	–	–	–	–	–	1	—			—			13	1	8	3	10	0	—			3	10	0		312
3[2]	R.C.	–	–	–	–	–	1	—			—			17	0	0	4	11	0	—			4	11	0		313
3[1]	R.C.	–	–	–	–	–	1	1	14	0	—																
Prob.	R.C.	–	–	–	–	–	1	1	1	3	—			12	1	8	5	0	0	—			5	0	0		314
2[2]	R.C.	–	–	–	–	–	1	2	12	8	—			22	0	0	5	0	0	—			5	0	0		315
2[2]	R.C.	–	–	–	–	–	1	0	15	9	—			18	10	0	2	10	0	—			2	10	0		316
2[2]	R.C.	–	–	–	–	–	1	0	19	11	—			16	0	0	1	2	6	—			1	2	6	v.c.	317
3[2]	R.C.	–	–	–	–	–	1	—			—			11	3	4	—			—			—			v.c.	318
Prob.	R.C.	–	–	–	–	–	1	0	16	6	—			12	10	0	4	4	0	—			4	4	0		319
3[2]	R.C.	–	–	–	–	–	1	1	7	9	—			16	0	0	8	6	0	—			8	6	0		320
3[2]	R.C.	–	–	–	–	–	1	—			—			23	0	0	6	1	7	5	0	0	11	1	7		321
2[2]	R.C.	–	–	–	–	–	1	1	14	3	—			41	0	0	9	6	4	8	0	0	17	6	4		322
1[1]	R.C.	–	–	–	–	–	1	1	5	7	—			16	0	0	2	10	3	—			2	10	3		323
–	R.C.	2	–	–	6	–	9	12	8	5	23	3	4	—			27	2	9	—			[b]27	2	9	v.c.	324
–	E.C.	–	1	–	–	5	7	—			10	0	0	—			18	17	4	—			18	17	4	v.c.	325
3[2]	R.C.	–	–	–	–	–	1	0	13	1	1	10	0	16	0	0	—			—			—				326
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	23	10	0	2	4	2	—			2	4	2		327
3[1]	R.C.	–	–	–	–	–	1	0	10	1	1	10	0	14	10	0	—			—			—				328
Monks	R.C.	–	–	–	1	–	6	12	6	1	7	2	6	73	0	5	—			85	0	0	85	0	0		329
1[8]	R.C.	–	–	–	–	–	1	0	10	4	—			33	10	0	—			—			—			v.c.	330
3[1]	R.C.	–	–	1	–	–	2	0	13	1	—			24	0	0	—			—			—			v.c.	331
Prob.	R.C.	–	–	–	–	–	1	0	16	3	1	10	0	12	10	0	7	6	4	—			7	6	4		332
2[2]	R.C.	–	–	1	–	–	1	—			1	17	6	26	0	0	2	10	4	—			2	10	4		333
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	17	0	0	1	18	0	—			1	18	0		334
2[1]	R.C.	–	–	–	–	–	1	1	6	0	—			25	0	0	5	0	0	—			5	0	0	v.c.	335
1[3]	R.C.	–	–	–	–	–	1	2	2	11	0	19	6	19	10	0	3	10	0	—			3	10	0	v.c.	336
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	—			—			—				337
3[2]	R.C.	–	–	–	–	–	1	—			1	17	6	16	0	0	7	10	0	—			7	10	0		338
Prob.	R.C.	–	–	–	–	–	1	1	0	10	—			10	3	4	6	0	0	4	10	6	10	10	6		339
2[2]	R.C.	–	–	–	–	–	1	3	3	2	1	10	0	18	0	0	3	10	6	2	10	0	6	0	6		340
2[1]	R.C.	–	–	–	–	–	1	1	0	2	1	10	0	19	10	0	9	8	7	5	0	0	14	8	7		341
2[2]	R.C.	–	–	–	–	–	1	0	18	5	1	10	0	19	0	0	2	16	5	—			2	16	5		342
3[1]	R.C.	–	–	–	–	–	1	1	4	7	1	10	0	16	0	0	1	19	4	—			1	19	4		343
1[8]	R.C.	–	–	–	–	–	1	1	12	10	1	17	6	28	10	0	10	3	0	10	0	0	[b]20	3	0		344
3[1]	R.C.	–	–	–	–	–	1	1	3	7	1	17	6	16	0	0	5	7	11	—			5	7	11		345
2[2]	E.C.	–	–	–	–	–	1	1	13	2	1	17	6	14	6	8	5	0	3	35	15	2	[b]40	15	5		346
3[2]	E.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	0	17	0	4	10	0	[b]5	7	0		347
3[1]	R.C.	–	–	–	–	–	1	0	8	6	1	10	0	16	0	0	1	15	3	—			1	15	3		348
2[1]	R.C.	1	–	1	1	–	4	2	18	5	1	17	6	27	15	0	9	3	10	—			9	3	10		349
2[2]	R.C.	–	–	–	1	–	2	2	9	6	1	17	6	19	16	8	6	0	0	—			6	0	0		350
3[2]	R.C.	–	–	1	–	–	2	1	3	10	1	10	0	17	10	0	18	0	5	—			18	0	5		351
3[2]	R.C.	–	–	–	–	–	1	—			1	17	6	1	16	8	4	0	0	—			4	0	0		352
–	–	–	–	–	–	–	–	—			—			19	0	0	1	10	10	—			1	10	10		353
3[1]	R.C.	–	–	–	–	–	1	0	4	7	1	17	6	16	0	0	6	8	4	—			6	8	4		354
3[2]	R.C.	–	–	–	–	–	1	0	10	6	1	17	6	19	0	0	6	12	10	—			6	12	10		355
3[1]	R.C.	–	–	–	–	–	1	1	8	1	1	17	6	23	15	0	—			—			—				356
Nuns	R.C.	–	–	–	–	–	1	—			—			31	10	0	11	1	10	—			11	1	10		357
3[1]	R.C.	1	–	–	–	–	2	3	1	5	—			19	0	0	0	6	4	—			0	6	4		358
Prob.	R.C.	–	–	–	–	–	1	1	10	11	—			17	0	0	0	19	0	—			0	19	0		359
3[1]	R.C.	–	–	–	–	–	1	0	16	3	—			16	0	0	3	7	6	—			3	7	6		360
3[2]	R.C.	–	–	–	–	–	1	0	18	6	—			15	0	0	1	12	3	—			1	12	3		361
3[2]	R.C.	–	–	–	–	–	1	1	12	3	—			10	10	0	3	8	0	—			3	8	0		362
3[2]	R.C.	–	–	–	–	–	1	0	16	11	—			21	0	0	9	5	0	1	5	0	10	10	0		363
2[2]	R.C.	–	1	–	–	–	2	2	3	2	0	19	6	10	0	0	—			—			—				364
Prob.	R.C.	–	–	–	–	–	2	—			—			72	15	0	—			115	0	0	[b]115	0	0		365
Prob.	R.C.													16	0	0	3	0	0	—			3	0	0		366
Nuns	R.C.	–	–	–	–	–	5	12	2	1	—																367
3[1]	R.C.	–	–	–	–	–	1	0	16	6	—																

[b] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
368	6009	Kilfaunabeg,	Reenogreena, m.	40	–	40	45	–	45	19	26	1*	–
369	6010	Do.	Do. f.	–	50	50	–	56	56	15	23	–	1
370	6012	Drishane,	Millstreet, Workho.	112	200	[a]312	95	170	[a]265	[a]169	[a]162	1	–
371	6069	Kilcrohane,	Cahir,	35	10	45	63	26	89	25	48	1	–
372	6070	Ballymodan,	Carey's Cross,	40	21	61	38	25	63	20	25	1	–
373	6085	St. Finbar's,	Tocher,	70	63	133	70	50	120	48	62	1*	–
374	6121	St. Mary's or Youghal,	Youghal, Workhouse,	119	171	290	135	166	301	191	229	1*	1*
375	6123	Ballymodan,	Bandon, Workhouse,	46	98	144	32	76	108	89	88	1	1
376	6137	Clonmult,	Clonmult,	73	63	136	50	45	95	37	35	1	–
377	6138	Durrus,	Gurtalease,	36	23	59	38	19	57	21	26	1	–
378	6139	Caherlog,	New Glanmire, f.	–	89	89	–	88	88	23	48	–	1*
379	6140	Skull,	Skull, Workhouse,	11	51	62	18	55	73	64	54	1	–
380	6153	St. Finbar's,	St. Nicholas (Cork), f.	–	1282	1282	–	1526	1526	438	525	–	6
381	6173	East Skull,	Derreenlamane,	24	15	39	29	23	52	19	30	1	–
382	6206	Monkstown,	Monkstown,	23	54	77	19	59	78	37	43	–	1
383	6216	Brigown, or Mitchelstown,	Mitchelstown, Workho.	111	186	297	129	184	313	204	176	1	1
384	6217	Rahan,	Knuttery,	52	27	79	32	20	52	30	27	1	–
385	6254	Kilnamanagh,	Cluin, f.	–	104	104	–	81	81	38	41	–	1
386	6266	St. Anne's, Shandon,	Great Britain-street,	167	–	167	141	–	[a]141	48	[a]71	1	–
387	6267	Skull,	Rosbrin,	18	13	31	68	47	115	28	[a]58	1	–
388	6295	Knockatemple,	Freemount, m.	76	–	76	115	–	115	46	77	1*	–
389	6296	Do.	Do., f.	–	77	77	–	110	110	41	63	–	1
390	6300	Mourne Abbey,	Quilquane,	78	89	167	107	106	213	46	89	1	–
391	6307	Mogela,	Curriglass,	18	18	36	28	20	48	36	28	1	–
392	6333	Kilmurry,	Kilmurry, f.	–	107	107	–	93	93	33	50	–	1
393	6342	Matehed,	Vicarstown, f.	70	28	98	73	57	130	36	63	–	1*
394	6351	Ardagh,	Park,	23	29	52	36	51	87	22	39	1	–
395	6369	Kinure,	Oysterhaven,	–	–	[c]–	50	43	93	[c]–	63	1	–
396	6376	Clonmel,	Queenstown Convent,	–	417	417	–	451	451	324	351	–	3
397	6403	Kilcrohane,	Galladoo,	31	10	41	32	19	51	14	23	1	–
398	6424	Desertserges,	Kilcoleman,	29	26	55	26	34	60	19	30	1	–
399	6446	Ballymartle,	Ballymartle, f.	19	51	70	54	56	110	19	58	–	1
400	6447	Fanlobus,	Inch,	36	19	55	41	20	61	27	35	1	–
401	6457	Ross,	Reenascreena,	68	72	140	68	72	140	36	61	1*	–
402	6463	Kilmacamogue,	Whiddy Island,	22	19	41	24	25	49	39	44	1	–
403	6476	Kilmoney,	Kilmoney, f.	–	125	125	–	104	104	26	43	–	1*
404	6508	Macroom,	Macroom, prep. m.	200	–	200	266	–	266	80	129	1	–
405	6509	Do.	Do. f.	–	177	177	–	214	214	78	97	–	1*
406	6528	St. Finbar's,	St. Joseph's,	–	677	677	–	708	708	305	423	–	5
407	6529	Drimoleague,	Drimoleague, f.	–	68	68	–	85	85	20	56	–	1*
408	6531	Morragh,	Newcestown, f.	–	62	62	–	70	70	27	54	–	1
409	6532	Kilquan,	Knockraha, f.	–	45	45	–	80	80	15	37	–	1
410	6533	Ross,	Lisavaira, m.	93	–	93	102	–	102	23	46	1	–
411	6534	Drinagh,	Lisballid,	38	23	61	45	38	83	24	29	1	–
412	6611	Ross,	Lisavaira, f.	–	75	75	–	96	96	26	46	–	1
413	6619	Inniscarra,	Dripsey, m.	70	–	70	76	–	76	25	28	1	–
414	6620	Do.	Do. f.	–	120	120	–	126	126	26	30	–	1
415	6650	Lisle,	Butlerstown, f.	–	75	75	–	86	86	33	54	–	1
416	6651	Kilnamanagh,	Cahirmore,	49	22	71	48	29	77	31	33	–	1
417	6691	Kilmahon or Shangarry,	Kilmahon, f.	–	103	103	–	108	108	34	53	–	1
418	6692	Timoleague,	Timoleague, f.	–	74	74	–	87	87	34	53	–	1*
419	6693	Kilmacamogue,	Coolchuil,	108	108	216	95	86	181	22	75	1*	–
420	6694	Do.	Bantry (2),	18	14	32	23	17	40	21	36	1*	–
421	6716	Drimoleague,	Deelis,	60	27	87	52	24	76	36	49	1*	–
422	6717	Droumtariffe,	Colthurst, m.	–	–	–	–	–	[d]–	–	[d]–	1	–
423	6718	Do.	Do. f.	–	–	–	–	–	[d]–	–	[d]–	–	1*
424	6741	Kilcorcoran,	Tourard,	26	25	51	56	44	100	26	40	–	1
425	6767	SS. Peter & Paul's	SS. Peter & Paul (2), f.	–	232	232	–	169	169	56	85	–	1
426	6768	Fanlobus,	Behagh,	32	15	47	41	25	66	21	37	1*	–

[a] Taken from Inspector's Report.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of MUNSTER: County of CORK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1	0	11	3	—			17	10	0	—			—			—				368
2[2]	R.C.	–	–	–	–	–	1	0	10	8	—			18	0	0	—			—			—				369
Prob.	R.C.	–	–	–	–	–	1	5	10	9	—			—			—			—			[b]—				370
3[2]	R.C.	–	–	–	–	–	1	1	6	9	—			16	0	0	3	10	3	—			3	10	3		371
Prob.	R.C.	–	–	–	–	–	1	—			—			12	10	0	1	6	11	—			1	6	11		372
1[3]	R.C.	–	–	–	–	–	1	1	5	3	—			28	10	0	7	4	10	—			7	4	10		373
3[1], 2[1]	R.C.	–	–	–	–	–	2	5	19	10	—			—			—			—			—				374
–	R.C.	–	–	–	–	–	2	2	1	1	1	8	0	10	0	0	—			—			—				375
Prob.	R.C.	–	–	–	1	–	2	—			—			19	5	0	2	12	4	—			2	12	4		376
3[2]	R.C.	–	–	–	–	–	1	1	3	0	—			16	0	0	2	11	2	—			2	11	2		377
2[2]	R.C.	–	–	–	–	–	1	1	1	0	0	19	6	18	0	0	3	18	6	—			3	18	6		378
Prob.	R.C.	–	–	–	–	–	1	2	12	9	—			—			—			—			—				379
Nuns	R.C.	–	–	–	–	–	6	14	0	2	—			96	2	6	—			—			—				380
Prob.	R.C.	–	–	–	–	–	1	—			—			8	5	0	0	3	5	—			0	3	5		381
3[1]	R.C.	–	–	–	–	–	1	—			—			16	0	0	3	13	8	—			3	13	8		382
3[1]	R.C.	–	–	–	–	–	–	2	0	4	4	15	0	—			—			—			—				383
3[1]	R.C.	–	–	–	–	–	1	1	2	0	—			19	0	0	3	2	8	[b]3	2	8					384
3[2]	R.C.	–	–	–	–	1	2	—			—			14	0	0	2	10	0	—			2	10	0		385
3[1]	R.C.	–	–	–	–	–	1	—			—			19	0	0	—			10	0	0	10	0	0		386
3[2]	R.C.	–	–	–	1	–	2	1	15	9	—			17	0	0	9	14	8	—			9	14	8		387
2[2]	R.C.	–	–	–	1	–	2	1	2	10	2	16	2	23	5	0	9	12	0	20	0	0	29	12	0		388
3[2]	R.C.	–	–	–	–	–	1	1	1	6	—			15	0	0	8	2	8	—			8	2	8		389
3[2]	R.C.	–	–	1	–	–	2	3	1	2	—			24	0	0	5	6	11	—			5	6	11		390
Prob.	R.C.	–	–	–	–	–	1	0	11	5	—			12	10	0	1	0	6	—			1	0	6		391
3[1]	R.C.	–	–	–	–	–	1	1	1	0	—			18	0	0	—			—			—				392
2[2]	R.C.	–	–	–	–	–	1	2	18	6	—			17	10	10	14	18	2	—			14	18	2		393
3[2]	R.C.	–	–	–	–	–	1	0	7	10	—			16	0	0	3	0	0	5	0	0	8	0	0		394
2[2]	R.C.	–	–	1	–	–	2	0	8	6	—			2	0	0	4	0	11	—			4	0	11		395
Nuns	R.C.	–	–	–	–	–	3	5	7	2	—			54	1	3	—			—			—				396
Prob.	R.C.	–	–	–	–	–	1	0	5	2	—			12	10	0	1	14	0	—			1	14	0		397
3[2]	R.C.	–	–	–	–	–	1	0	14	6	—			16	0	0	1	16	8	2	0	0	3	16	8		398
3[1]	R.C.	–	–	–	–	–	1	1	15	7	1	10	0	16	0	0	3	6	0	—			3	6	0		399
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	2	0	6	—			2	0	6		100
2[2]	R.C.	–	–	–	–	–	1	—			1	17	6	23	0	0	1	17	0	—			1	17	0		101
3[2]	R.C.	–	–	–	–	–	1	0	18	1	1	17	6	16	0	0	6	4	0	—			6	4	0		102
2[2]	R.C.	–	1	–	–	–	2	1	13	10	2	5	0	34	0	0	3	14	10	—			3	14	10		103
Prob.	R.C.	–	–	–	–	–	1	—			2	12	6	22	0	0	4	0	0	—			4	0	0		104
2[2]	R.C.	–	–	–	–	–	1	—			2	12	6	17	10	0	2	0	0	—			2	0	0		105
Nuns	R.C.	–	–	–	–	–	5	8	1	0	10	17	6	75	18	9	—			—			—				106
3[1]	R.C.	–	–	–	–	–	1	0	16	5	1	10	0	16	0	0	3	15	2	—			3	15	2		107
3[2]	R.C.	–	–	–	–	–	1	0	15	4	1	10	0	14	0	0	4	7	0	—			4	7	0		108
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	2	4	8	—			[b]2	4	8		109
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	1	13	2	—			1	13	2		110
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	2	4	7	—			2	4	7		111
2[2]	R.C.	–	–	–	–	–	1	1	18	5	1	10	0	18	0	0	4	16	0	—			4	16	0		112
3[2]	R.C.	–	–	–	–	–	1	0	14	3	1	10	0	20	15	0	1	9	8	—			1	9	8		113
Prob.	R.C	–	–	–	–	–	1	—			1	17	6	15	4	2	1	0	9	—			1	0	9		114
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	4	10	6	1	5	0	5	15	6		115
3[2]	R.C.	–	–	–	–	–	–	—			—			16	6	8	1	5	5	—			1	5	5		116
3[2]	R.C.	–	–	–	–	–	1	1	0	3	—			11	15	0	6	5	3	—			6	5	3		117
2[1]	R.C.	–	–	–	–	–	1	—			—			19	10	0	—			4	5	0	4	5	0		118
3[1]	R.C.	–	–	–	–	–	1	2	9	5	—			19	0	0	10	0	0	—			10	0	0		119
2[1]	R.C.	–	–	–	–	–	1	3	5	8	2	9	6	23	13	4	38	12	6	—			38	12	6		120
2[2]	R.C.	–	–	–	–	–	1	1	6	8	—			19	0	0	8	0	11	—			8	0	11	v.c.	121
3[2]	R.C.	–	–	–	–	–	1	—			5	0	0	—			3	2	9	—			3	2	9	v.c.	122
2[2]	R.C.	–	–	–	–	–	1	0	17	5	5	0	0	—			—			—			—			v.c.	123
3[2]	R.C.	–	–	–	–	–	1	1	0	8	—			22	13	4	4	4	6	12	4	7	16	9	1		124
Prob.	R.C.	–	–	–	–	–	1	—			—			7	0	0	3	4	0	—			3	4	0		125
2[2]	R.C.	–	–	–	–	–	1	—			—			22	0	0	4	0	0	1	0	0	5	0	0		126

[c] Closed this half-year.

[d] Not brought into operation until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.			31st March, 1855.	30th Sept., 1855.		
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
427	6784	Ahina,	Ballinagree, m.	54	–	54	61	–	61	25	30	1*	–
428	6785	Do.	Do. f.	–	40	40	–	60	60	16	25	–	1
429	6786	Do.	Carrigadrohid,	34	46	80	40	54	94	22	45	1	–
430	6824	Ballyvourney,	Coolea,	30	23	53	44	38	82	24	37	1	–
431	6834	Farrahy,	Farrahy, f.	–	60	60	–	68	68	25	24	–	1*
432	6845	Castlelyons,	Castlelyons, f.	–	60	60	–	61	61	25	29	–	1
433	6860	Kilmeen,	Ballygurteen,	65	87	152	75	100	175	21	41	1	–
434	6869	Durrus,	Fourmilewater f.	–	49	49	–	75	75	14	34	–	1
435	6882	Ballymoney,	Ballineen	159	97	256	190	127	317	40	69	1*	–
436	6883	Kinneigh,	Castletown (2), m.	115	–	115	169	–	169	20	40	1*	–
437	6885	Carrig,	Clenore and Carrig f.	–	45	45	–	47	47	21	22	–	1
438	6886	Kinneigh,	Castletown (2) f.	–	195	195	–	213	213	24	62	–	1
439	6914	Ballycrana,	Lemlara f.	–	56	56	–	73	73	26	33	–	1
440	6933	Creagh,	Drishanemore,	12	10	22	46	42	88	21	35	1*	–
441	6949	Kilgariffe,	Clonakilty, Workh.	32	77	[b]109	37	90	[b]127	[b]92	[b]107	–	–
442	7005	Droumtariffe,	Colthurst, temp	94	49	143	80	54	134	40	46	1	–
443	7006	Ballyclough,	Ballyclough, m.	107	–	107	81	–	81	43	45	1	–
444	7007	Do.	Do. f.	–	140	140	–	146	146	43	67	–	1
445	7026	Garrycloyne,	Blarney Village, f.	–	95	95	–	107	107	39	74	–	1
446	7056	Killaghanenagh,	Rossmacowan, f.	–	78	78	–	89	89	15	38	–	1
447	7066	Kilcrohane,	Kilcrohane,	–	60	60	15	59	74	25	35	1	–
448	7067	CastletownRoche	Wallstown, f.	–	77	77	–	68	68	32	32	–	1
449	7085	Buttevant,	Grange, m.	93	–	93	84	–	84	30	39	1	–
450	7086	Do.	Do. f.	–	81	81	–	67	67	54	37	–	1*
451	7101	Bantry,	Inchiclough,	40	32	72	64	46	110	32	64	1	–
452	7115	Liscarroll,	Liscarroll, f.	–	143	143	–	102	102	40	51	–	1
453	7127	Ballyhea,	Newtown, f.	–	104	[b]104	–	103	103	[b]40	46	–	1
454	7155	Kilcatherine,	Urhan,	80	45	125	94	61	155	68	80	1	–
455	7156	Knockavilla,	Knockavilla, f.	–	82	82	–	107	107	23	53	–	1
456	7157	Kilmacamogue,	Mohonaclee,	30	20	[b]50	38	18	56	[b]21	35	1	–
457	7241	Barnahely,	Ringaskiddy, f.	–	61	61	–	107	107	32	56	–	1*
458	7242	Inniscarra,	Cloghroe, m.	–	–	[c]–	168	–	168	–	87	1*	–
459	7243	Do.	Do. f.	3	76	79	3	179	182	36	85	–	1
460	7270	Fanlobus,	Togher,	–	–	[c]–	25	40	65	–	40	–	1
461	7295	Clondrohid,	Munifluigh,	–	–	[c]–	70	49	119	–	64	1*	–
			Total in Cork,	25,876	27,793	53,669	30,428	31,766	62,194	22,520	30,953	302	213

COUNTY OF

1	533	Killarney,	Killarney, f.	–	372	372	–	395	395	168	190	–	3
2	536	Cahir,	Cahirciveen, m.	240	–	240	223	–	223	90	95	1*	–
3	538	Dingle,	Dingle, f.	–	449	449	–	406	406	310	378	–	5
4	541	Killaha,	Glenflesk,	55	29	84	54	41	95	31	53	1*	–
5	542	Killury,	Killury, m.	93	–	93	88	–	88	53	46	1*	–
6	543	Do.	Do. f.	–	70	70	–	62	62	29	30	–	1
7	544	Kilcummin,	Inch,	41	30	71	58	45	103	26	50	1	–
8	545	Tralee,	Tralee, f.	–	706	706	–	643	643	397	412	–	5
9	1139	Anna,	Blennerville, m.	120	–	120	115	–	115	45	47	1*	–
10	1140	Do.	Do. f.	–	119	119	–	137	137	40	54	–	1*
11	1145	Ballincuslane,	Knockatee,	53	33	86	58	31	89	25	34	1*	–
12	1199	Knockane,	Cullinagh, m.	92	–	92	119	–	119	45	54	1*	–
13	1276	Aghavallen,	Ballylongford, m.	211	–	211	207	–	207	109	115	1*	–
14	1277	Ballyheige,	Boulenshire, m.	87	–	87	94	–	94	50	49	1*	–
15	1278	Dingle,	Dingle,[d] m.	–	–	–	–	–	–	–	–	–	–
16	1279	Dunnorlin,	Ferriter,	59	40	99	101	55	156	36	80	1	–
17	1280	Kilnaughtin,	Tarbert, m.	146	–	146	180	–	180	71	97	1*	–
18	1396	Kilcaskin,	Tullaha,	57	–	57	64	–	64	31	26	1*	–
19	1398	Tuosist,	Lara,	83	54	137	82	55	137	58	51	1*	–
20	1399	Do.	Daurus,	51	-	51	54	–	54	20	25	1*	–

* Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of MUNSTER: County of CORK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.				Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-vested.	Number.
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.		School Fees.		Subscriptions.		Total Amount of Local Contributions.			
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£ s. d.	£ s. d.	£ s. d.		£ s. d.		£ s. d.		£ s. d.			
3[2]	R.C.	–	–	–	–	–	1	0 11 9	—	16 0 0		5 1 2		—		5 1 2			427
3[1]	R.C.	–	–	–	–	–	1	—	—	16 5 0		4 0 8		—		4 0 8			428
3[2]	R.C.	–	–	–	–	–	1	0 11 1	—	21 13 4		1 19 0		—		1 19 0			429
3[2]	R.C.	–	–	–	–	–	1	—	—	21 13 4		1 18 0		—		[a]1 18 0			430
2[1]	R.C.	–	–	–	–	–	1	—	—	31 10 0		1 0 0		—		1 0 0		V.C.	431
Prob.	R.C.	–	–	–	–	–	1	0 10 8	—	11 0 0		1 15 0		—		1 15 0			432
Prob.	R.C.	–	–	–	–	–	1	1 4 4	—	13 17 6		2 14 2		—		2 14 2			433
3[2]	R.C.	–	–	–	–	–	1	0 14 7	—	15 6 8		2 12 3		—		2 12 3			434
3[1]	R.C.	–	–	–	1	–	2	1 15 8	—	20 13 4		6 17 3		—		6 17 3			435
2[2]	R.C.	–	–	–	–	–	1	2 18 3	0 19 6	22 0 0		3 1 2		—		3 1 2			436
Prob.	R.C.	–	–	–	–	–	1	0 12 5	—	11 0 0		0 9 10		—		0 9 10			437
Prob.	R.C.	–	–	–	–	–	1	0 18 0	—	11 0 0		3 0 0		—		3 0 0			438
3[2]	R.C.	–	–	–	–	–	1	0 16 6	—	11 0 0		4 12 0		—		4 12 0			439
3[2]	R.C.	–	–	–	–	–	1	4 3 9	—	15 0 0		2 19 7		—		2 19 7			440
–	R.C.	–	–	–	–	–	–	4 12 8	2 5 2	—		—		—		—			441
3[2]	R.C.	–	–	–	–	–	1	0 19 5	—	19 6 8		1 11 7		—		1 11 7			442
Prob.	R.C.	–	–	–	–	–	1	2 13 11	—	12 10 0		1 1 7		—		1 1 7			443
3[2]	R.C.	–	–	–	–	–	1	4 5 2	—	16 10 0		0 16 5		—		0 16 5			444
3[2]	R.C.	–	–	1	–	–	2	1 0 0	—	15 0 0		8 0 4		—		[a]8 0 4			445
2[2]	R.C.	–	–	–	–	–	1	1 1 4	—	18 10 0		1 0 8		—		1 0 8			446
3[2]	R.C.	–	–	–	–	–	1	0 15 6	—	12 3 4		4 17 1		—		4 17 1			447
Prob.	R.C.	–	–	–	–	–	1	1 0 1	—	11 16 8		2 1 6		—		2 1 6			448
Prob.	R.C.	–	–	–	–	–	1	3 10 8	—	11 10 0		3 12 10		—		[a]3 12 10			449
2[2]	R.C.	–	–	–	–	–	1	—	—	18 0 0		2 6 0		—		2 6 0			450
2[2]	R.C.	–	–	–	1	–	2	2 7 7	—	32 10 0		6 18 1		—		6 18 1			451
Prob.	R.C.	–	–	–	–	–	1	0 11 2	—	10 10 0		2 11 9		—		2 11 9			452
Prob.	R.C.	–	–	–	–	–	1	1 0 0	—	13 10 0		0 16 0		—		0 16 0			453
3[1]	R.C.	–	–	–	–	–	1	6 6 4	—	16 0 0		4 17 6		—		4 17 6			554
Prob.	R.C.	–	–	–	–	–	1	1 4 4	—	12 13 4		4 0 0		—		4 0 0			455
Prob.	R.C.	–	–	–	–	–	1	—	—	12 10 0		3 3 0		—		3 3 0			456
2[2]	R.C.	–	–	–	–	–	1	1 10 5	5 0 0	8 6 8		9 14 8		—		9 14 8			457
3[1]	R.C.	1	–	–	–	–	2	—	5 0 0	6 16 8		4 0 7		4 17 6		8 18 1			458
3[2]	R.C.	–	–	–	–	–	1	0 16 11	5 0 0	5 0 0		2 17 1		—		2 17 1			459
Prob.	R.C.	–	–	–	–	–	1	0 12 2	4 10 0	2 0 0		3 2 0		—		3 2 0			460
2[2]	R.C.	–	–	–	–	–	1	—	5 0 0	6 0 0		3 0 0		—		3 0 0			461
–	–	42	24	27	38	23	669	734 14 10	462 0 0	10,026 10 9		1,995 14 8		731 2 7		2,726 17 3			461

KERRY—176 Schools.

Nuns.	R.C.	–	–	–	–	1	4	5 7 8	—	44 0 0		—		—		—		B.	1
1[2]	R.C.	–	–	–	1	–	2	2 14 2	—	35 3 4		10 19 7		—		10 19 7		V.T.	2
Nuns.	R.C.	–	–	–	–	1	6	2 11 7	—	74 6 3		—		—		—		B.	3
2[1]	R.C.	–	–	–	–	–	1	2 15 11	—	21 3 4		7 0 10		—		7 0 10			4
3[1]	R.C.	–	–	–	–	–	1	2 0 0	—	19 0 0		—		12 0 0		12 0 0			5
Prob.	R.C.	–	–	–	–	–	1	1 0 0	1 10 0	14 13 4		2 10 10		4 0 0		6 10 10			6
3[2]	R.C.	–	–	–	–	–	1	1 4 11	—	14 10 0		1 9 6		3 1 6		4 11 0		V.T.	7
Nuns.	R.C.	–	–	–	–	1	6	6 12 6	—	82 2 1		—		—		—			8
1[2]	R.C.	–	–	–	–	–	1	0 15 0	—	34 0 0		—		—		—			9
2[2]	R.C.	–	–	–	–	–	1	0 10 0	—	18 0 0		—		—		—			10
2[2]	R.C.	–	–	–	–	–	1	2 7 1	—	22 0 0		—		5 0 0		[a]5 0 0		V.T.	11
2[2]	R.C.	1	–	–	–	–	2	2 13 3	—	39 5 0		4 1 7		—		[a]4 1 7		V.T.	12
2[2]	R.C.	1	–	–	–	–	2	1 15 9	—	34 10 0		7 12 6		—		7 12 6		V.T.	13
1[2]	R.C.	–	–	–	1	–	2	1 6 0	1 17 6	39 0 0		3 9 6		0 8 9		3 18 3		VT.B	14
–	–	–	–	–	–	–	–	—	—	—		—		—		—		V.T.	15
3[2]	R.C.	–	–	–	–	–	1	1 10 3	—	13 5 10		1 19 0		0 15 0		2 14 0		B.	16
2[1]	R.C.	–	–	–	1	–	2	3 15 5	—	29 6 8		16 5 6		—		[a]16 5 6		VT.B	17
3[2]	R.C.	–	–	–	–	–	1	1 13 11	1 10 0	17 0 0		4 0 0		10 0 0		14 0 0		A.	18
2[2]	R.C.	–	–	–	–	–	1	1 0 0	—	22 0 0		2 10 0		10 0 0		12 10 0		A.	19
2[2]	R.C.	–	–	–	–	–	1	1 6 0	1 10 0	22 0 0		3 14 5		10 0 0		13 14 5		V.C.	20

[a] Not taken into connexion until after this date.

[d] Temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.					No.	
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
21	1400	Kilgarvan,	Kilgarvan,	79	–	79	75	–	75	68	68	1*	–
22	1480	Ardfert,	Ardfert, m.	137	–	137	126	–	126	61	55	1*	–
23	1508	Aghavallen,	Ballylongford, f.	–	131	131	–	166	166	70	90	–	1*
24	1509	Kilnaughtin,	Tarbert, f.	–	122	122	–	144	144	48	70	–	1
25	1510	Ballyheige,	Boulenshire, f.	–	43	43	–	54	54	21	27	–	1
26	1583	Killorglin,	Glounaquillagh, m.	80	–	80	95	–	95	33	45	1*	–
27	1600	Aghadoe,	Fusso,	70	41	111	70	43	113	49	48	1*	–
28	1601	Killarney,	Teirnabaul,	89	52	141	113	78	191	49	68	1*	–
29	1602	Do.	Gurtnaquillane,	67	44	111	64	59	123	46	50	1*	–
30	1695	Kinnard,	Ardamore,[b]	–	–	–	–	–	–	–	–	1	–
31	1697	Dunquin,	Vicarstown,	41	13	54	35	15	50	21	24	1	–
32	1699	Rattoo,	Ballyduff, m.	88	–	88	93	–	93	45	48	1*	–
33	1702	Cloghano,	Farrinakilli,	50	30	80	42	31	73	29	39	1	–
34	1703	Kilcummin,	Gnevequillagh, m.	91	–	91	108	–	108	43	58	1	–
35	1704	Do.	Ratlmore, m.	110	–	110	125	–	125	50	63	1*	–
36	1793	Killarney,	Killarney, m.	347	–	347	459	–	459	160	297	3	–
37	1797	Listowel,	Listowel, m.	227	–	227	191	–	191	95	102	1*	–
38	1832	Killorglin,	Killorglin, m.	–	–	[c]–	111	–	111	[c]–	55	1*	–
39	1859	Kilcolman,	Milltown, f.	–	292	292	–	428	428	146	231	–	2
40	2002	Killorglin,	Killorglin, f.	–	162	162	–	182	182	74	95	–	1*
41	2118	Ballynacourty,	Brackluin, m.	87	–	87	118	–	118	25	54	1*	–
42	2119	Do.	Do. f.	–	86	86	–	135	135	42	45	–	1
43	2120	Killehenny,	Gortnaskehi, m.	98	–	98	109	–	109	40	55	1*	–
44	2121	Do.	Do. f.	–	83	83	–	140	140	41	64	–	1*
45	2165	Killury,	Drumnacurra, m.	36	–	36	53	–	53	12	15	1	–
46	2166	Do.	Do. f.	–	46	46	–	39	39	18	19	–	1
47	2191	Killiney,	Castlegregory, m.	102	–	102	109	–	109	68	70	1*	–
48	2192	Do.	Do. f.	–	84	84	–	90	90	59	59	–	1
49	2193	Killinane,	Filamore, m.	51	–	51	76	–	76	27	38	1*	–
50	2194	Do.	Do. f.	–	53	53	–	72	72	24	33	–	1
51	2197	Dromod,	Spunkane, m.	82	–	82	160	–	160	38	96	1*	–
52	2198	Do.	Do. f.	–	83	83	–	89	89	28	44	–	1*
53	2349	Duagh,	Duagh, m.	116	–	116	110	–	110	65	67	1*	–
54	2417	Kilnanane,	Fieries, m.	102	–	102	82	–	82	33	33	1*	–
55	2418	Molahiffe,	Knockaderry, m.	74	–	74	77	–	77	39	38	1*	–
56	2419	Do.	Do. f.	–	59	59	–	65	65	22	30	–	1
57	2424	Aghadoe,	Carhooreigh,	62	31	93	38	31	69	20	22	1*	–
58	2464	Kilbonane,	Faha, m.	154	90	244	169	87	256	68	90	1*	–
59	2493	Rattoo,	Ballyduff, f.	–	70	70	–	86	86	35	56	–	1*
60	2708	Knockane,	Cullina, f.	–	140	140	–	188	188	61	90	–	1*
61	2808	Aglish,	Ballymillane, m.	124	–	124	118	–	118	54	56	1*	–
62	2809	Do.	Do. f.	–	73	73	–	94	94	23	41	–	1
63	2810	Kilmoyley,	Kilmoyley, m.	90	–	90	96	–	96	41	56	1*	–
64	2811	Do.	Do. f.	–	85	85	–	98	98	35	45	–	1*
65	2849	Kenmare,	Kenmare, m.	129	–	129	160	–	160	69	81	1*	–
66	2850	Do.	Do. f.	–	89	89	–	103	103	49	75	–	1*
67	2884	Cahir,	Cahirciveen, f.	–	440	440	–	428	428	244	270	–	5
68	2979	Kilcummin,	Clashnagarane, No. 2, m.	94	–	94	102	–	102	45	54	1*	–
69	2980	Do.	Do. No. 2, f.	–	72	72	–	101	101	30	49	–	1*
70	2995	Do.	Rathmore, f.	–	110	110	–	147	147	54	65	–	1*
71	3003	Rattoo,	Dromartin, temp.	59	62	121	47	52	99	53	40	1	–
72	3132	Do.	Slieveavadarra, m.	84	–	84	84	–	84	35	36	1	–
73	3133	Do.	Do. f.	–	67	67	–	81	81	26	34	–	1
74	3215	Valentia,	Valentia, m.	92	–	92	117	–	117	56	73	1*	1
75	3216	Do.	Do. f.	–	62	62	–	85	85	43	67	–	1*
76	3263	Dysert,	Kilsarcon,	56	24	80	49	31	80	30	35	1	–
77	3352	Castle Island,	Castle Island, No. 1, m.	170	–	170	168	–	168	76	85	1	–
78	3483	Killury,	Ballynoe,	42	40	82	37	46	83	35	33	1*	–
79	3590	Duagh,	Trieneragh,	65	30	95	97	68	165	36	97	1*	–
80	3655	Kilcolman,	Ballyoughteragh,	122	–	122	181	–	181	63	96	1*	–
81	3686	Kilcummin,	Gnevequillagh, f.	–	96	96	–	124	124	31	65	–	1
82	3761	Ballymacelligot,	Clogher, m.	78	–	78	85	–	85	38	47	1	–

[a] Residence rent free for teacher.

[b] Temporarily closed.

on the 31st December, 1855.—Province of MUNSTER: County of KERRY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.				School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	R.C.	–	–	–	1	–	2	3	4	11	1	17	6	27	6	8		8	0	0	3	0	0	11	0	0		21
3[1]	R.C.	1	–	–	–	–	2	2	13	8	1	17	6	35	0	0		4	3	0	—			4	3	0		22
2[1]	R.C.	–	1	–	–	–	2	2	4	6	—			31	5	0		3	15	9	—			[a]3	15	9	V.T.	23
3[2]	R.C.	–	–	–	–	–	1	1	5	8	—			15	0	0		5	7	11	—			5	7	11	VT.B	24
3[2]	R.C.	–	–	–	–	–	1	0	10	0	1	10	0	14	0	0		0	15	9	—			0	15	9	VT.B	25
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	19	0	0		1	17	6	—			[a]1	17	6	A.	26
2[2]	R.C.	–	–	–	–	–	1	1	3	3	1	17	6	25	0	0		2	6	0	4	12	3	6	18	3	V.T.	27
1[2]	R.C.	–	–	–	1	–	2	1	15	4	1	17	6	39	10	0		5	9	6	—			5	9	6	V.T.	28
2[2]	R.C.	–	–	–	1	–	2	1	11	0	1	17	6	29	8	4		3	1	6	4	12	3	7	13	9	V.T.	29
Prob.	R.C.	–	–	–	–	–	1	0	16	9	—			9	0	0		—			—			—			V.T.	30
Prob.	R.C.	–	–	–	–	–	1		—		—			14	10	0		—			—			—			V.T.	31
2[2]	R.C.	–	–	–	–	–	1	0	13	9	—			22	0	0		0	14	6	—			0	14	6	V.T.	32
3[2]	R.C.	–	–	1	–	–	2	1	4	0	1	10	0	27	0	0		2	8	3	—			2	8	3	V.T.	33
3[1]	R.C.	–	–	–	–	–	1	2	0	6	1	17	6	19	0	0		3	1	3	2	6	1	5	7	4	V.T.	34
1[3]	R.C.	–	–	–	1	–	2	2	5	3	2	5	0	33	16	8			—			—			—		V.T.	35
Monks	R.C.	–	–	–	1	–	4	6	12	4	3	7	6	43	5	0			—			—			—		B.	36
1[2]	R.C.	1	–	–	1	–	3	7	0	2	—			55	1	8		6	17	6	15	0	0	21	17	6	V.T.	37
3[1]	R.C.	–	–	–	–	–	1	2	7	4	—			11	13	4		3	5	4	1	18	0	5	3	4	V.T.	38
Nuns.	R.C.	–	–	–	–	1	3	2	5	0	—			45	11	8			—			—			—		B.	39
2[1]	R.C.	–	–	1	–	–	2		—		—			27	10	0		2	12	11	—			2	12	11	V.T.	40
3[1]	R.C.	–	–	–	–	–	1	1	12	4	—			17	6	8		1	4	7	5	0	0	6	4	7	V.T.	41
Prob.	R.C.	–	–	–	–	–	1	1	0	6	—			9	11	8		1	14	7	5	0	0	6	14	7	V.T.	42
2[1]	R.C.	–	–	–	–	–	1	2	18	2	1	17	6	24	0	0		1	15	0	1	0	0	2	15	0	V.T.	43
3[1]	R.C.	–	–	–	–	1	2		—		1	17	6	17	6	8		1	15	9	—			1	15	9	V.T.	44
Prob.	R.C.	–	–	–	–	–	1	0	5	11	1	10	0	12	10	0		0	5	0	—			0	5	0	V.T.	45
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	10	15	0			—		—			—			V.T.	46
3[1]	R.C.	1	–	–	–	–	2	1	5	0	—			31	10	0		5	0	9	3	0	0	8	0	9	VT.B	47
Prob.	R.C.	–	–	–	–	–	1	0	17	6	—			11	15	0		3	1	8	—			3	1	8	VT.B	48
3[2]	R.C.	–	–	–	–	–	1	0	12	0	1	10	0	16	0	0		1	10	0	1	0	0	2	10	0	V.T.	49
3[1]	R.C.	–	–	–	–	–	1	0	6	6	1	10	0	17	0	0		2	10	6	1	0	0	3	10	6	V.T.	50
3[1]	R.C.	–	–	–	–	–	1	4	16	7	1	17	6	19	0	0		5	18	5	2	10	0	8	8	5	A.	51
2[1]	R.C.	–	–	–	–	–	1		—		1	17	6	19	10	0		4	16	7	2	10	0	7	6	7	A.	52
3[2]	R.C.	–	–	–	–	–	1	1	12	0	—			16	0	0		6	14	2	—			6	14	2		53
3[1]	R.C.	–	–	–	–	–	1	1	1	10	1	17	6	19	0	0		1	6	7	3	1	6	4	8	1	V.T.	54
2[1]	R.C.	–	–	–	–	–	1	1	13	10	1	10	0	24	0	0		4	19	3	3	1	6	[a]8	0	9	V.T.	55
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	18	0	0		3	0	0	0	3	6	[a]3	3	6	V.T.	56
3[1]	R.C.	–	–	–	–	–	1	0	15	3	1	10	0	17	10	0		1	0	0	—			1	0	0	V.T.	57
2[1]	R.C.	1	–	–	–	–	2	2	11	2	—			36	10	0		3	0	0	5	0	0	8	0	0	B.	58
3[1]	R.C.	–	–	–	–	–	1	0	16	0	1	10	0	16	0	0		1	18	10	—			1	18	10	V.T.	59
1[3]	R.C.	–	–	–	–	–	1		—		1	17	6	23	0	0		4	8	7	—			[d]4	8	7	V.T.	60
1[3]	R.C.	–	–	–	–	–	1	3	18	4	1	10	0	30	0	0		10	0	0	3	1	6	13	1	6	V.T.	61
3[2]	R.C.	–	–	–	–	–	1	0	12	9	1	10	0	15	10	0		3	10	0	—			3	10	0	V.T.	62
3[1]	R.C.	–	–	–	–	–	1	1	10	0	—			19	0	0		4	7	0	—			4	7	0	V.T.	63
2[2]	R.C.	–	–	–	–	–	1	0	12	5	—			19	0	0		1	19	0	—			1	19	0	V.T.	64
1[2]	R.C.	1	–	–	1	–	3	4	14	7	—			46	0	0		20	13	7	10	0	0	30	13	7	A.	65
1[3]	R.C.	–	–	–	–	–	1	1	0	6	—			20	0	0		10	4	4	9	5	6	19	9	10	A.	66
Nuns.	R.C.	–	–	1	–	1	7	5	10	0	5	12	6	82	10	0			—			—			—			67
2[1]	R.C.	–	–	–	–	–	1	0	16	6	1	17	6	24	0	0		4	3	0	3	1	6	7	4	6	V.T.	68
2[2]	R.C.	–	–	–	–	–	1	0	16	8	1	10	0	14	11	8		1	10	6	3	1	6	4	12	0	V.T.	69
1[1]	R.C.	–	–	–	–	1	2	3	2	4	2	5	0	37	6	8		4	2	8	2	9	1	6	11	9	V.T.	70
3[2]	R.C.	–	–	1	–	–	2	0	17	6	1	17	6	25	6	8		1	1	0	—			1	1	0		71
3[1]	R.C.	–	–	–	–	–	1	0	5	0	—			19	0	0		0	8	6	—			0	8	6	V.T.	72
Prob.	R.C.	–	–	–	–	–	1	0	10	0	—			10	3	4		0	14	0	—			0	14	0	V.T.	73
3[1]	R.C.	–	–	–	–	–	1	1	5	3	—			19	0	0		3	0	0	—			3	0	0	V.T.	74
3[2]	R.C.	–	–	–	–	–	1		—		—			14	0	0		1	0	0	—			1	0	0	V.T.	75
3[2]	R.C.	–	–	1	–	–	2	0	13	5	2	5	0	20	10	0		0	7	0	—			0	7	0	V.T.	76
3[1]	R.C.	1*	–	–	–	–	2	2	7	4	—			30	11	8		3	2	0	—			3	2	0	V.T.	77
3[2]	R.C.	–	–	1	–	–	2	0	16	8	1	10	0	24	0	0		1	8	3	—			1	8	3		78
3[1]	R.C.	–	–	–	–	–	1	4	16	6	1	17	6	15	14	2		12	4	7	—			12	4	7		79
1[3]	R.C.	–	–	–	–	–	1	4	1	3	1	17	6	28	10	0		1	0	0	20	0	0	21	0	0		80
Prob.	R.C.	–	–	–	–	–	1	2	6	8	1	17	6	18	0	0		1	16	9	2	6	1	[a]4	2	10	V.T.	81
3[1]	R.C.	–	–	–	–	–	1	1	12	10	—			19	0	0		2	4	6	—			2	4	6		82

[c] Closed this half-year.

[d] Residence and board rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
83	3762	Ballymacelligot,	Clogher f.	–	78	78	–	126	126	41	66	–	1
84	3784	Prior,	Imelaghamore, m.	93	–	93	95	–	95	44	50	1*	–
85	3860	Ratass,	Tralee, Workhouse,	343	350	693	255	305	560	530	454	1*	1*
86	4062	Listowel,	Listowel, f.	–	617	617	–	566	566	241	330	–	3
87	4063	Ballyheige,	Ballylangan, m.	43	24	67	42	27	69	28	40	1	–
88	4064	Liselton,	Ballyconry,	34	34	68	45	52	97	32	44	1	–
89	4251	Galey,	Coolard,	82	57	139	81	75	156	54	85	1*	–
90	4314	Listowel,	Listowel, Workhouse,	241	358	599	228	363	591	429	397	1*	–
												–	1
91	4340	Killarney,	Killarney, Workhouse,	243	234	477	242	208	450	231	228	1	1*
92	4458	Dromod,	Ballinakilly,	46	38	84	44	38	82	26	29	1*	–
93	4459	Currans,	Currans, m.	118	–	118	121	–	121	44	60	1*	–
94	4460	Do.	Do. f.	–	63	63	–	75	75	26	45	–	1
95	4461	O'Dorney,	O'Dorney, m.	64	–	64	77	–	77	29	48	1	–
96	4462	Do.	Do. f.	–	83	83	–	92	92	27	35	–	1
97	4463	Dromod,	Masterguihy,	39	35	74	53	46	99	40	50	1*	–
98	4615	Duagh,	Duagh, f.	–	84	84	–	97	97	43	55	–	1*
99	4670	Kenmare,	Kenmare, Workhouse,	146	140	286	110	100	210	233	204	1*	–
100	4759	Templenoe,	Ruscussane, m.	58	–	58	53	–	53	30	29	1*	–
101	4760	Killeentierna	Clounclough, m.	116	–	116	75	–	75	49	40	1*	–
102	4761	Do.	Do. f.	–	89	89	–	71	71	40	41	–	1
103	4762	Glenbegh,	Glenbegh, m.	61	–	61	72	–	72	20	45	1*	–
104	4763	Do.	Do. f.	–	62	62	–	65	65	15	31	–	1
105	4846	Kilcaskin,	Gurtnabinnie,	24	11	35	14	8	22	13	11	1	–
106	4858	Prior,	Imelaghmore, f.	–	50	50	–	54	54	24	30	–	1*
107	4996	Cahir,	Cahirciveen, Workh.	167	168	335	110	106	216	174	165	1*	1
108	5030	Duagh,	Knockaloughra,	40	30	70	33	28	61	24	29	1	–
109	5119	Kenmare,	Cahir,	52	41	93	57	46	103	39	60	1*	–
110	5148	Templenoe,	Geraghsalagh,	10	21	31	13	23	36	15	18	1	–
111	5168	Knockane,	Curraghbeg, m.	26	–	26	34	–	34	14	28	–	1
112	5169	Kiltallagh,	Castlemaine, m.	99	–	99	96	–	96	45	52	1	–
113	5170	Do.	Do. f.	–	106	106	–	89	89	30	26	–	1*
114	5193	Killorglin,	Glounaquillagh, f.	–	64	64	–	63	63	25	39	–	1*
115	5235	Kenmare,	Shelbourne, No. 1,	49	20	69	49	19	68	21	31	1*	–
116	5324	Dingle,	Dingle, Workhouse,	150	138	288	107	145	252	168	179	1	1
117	5347	Kilcrohan,	Direenanav,[a] m.	–	–	–	–	–	–	–	–	1	–
118	5348	Do.	Do. f.	–	67	[b]67	–	58	58	[b]31	45	–	1
119	5349	Templenoe,	Ruscussane, f.	–	47	47	–	48	48	25	24	–	1*
120	5380	Ardfert,	Ardfert, f.	–	104	104	–	125	125	46	60	–	1
121	5381	Ballinahoglish,	Chapeltown,	102	79	181	119	72	191	64	83	1*	–
122	5382	Kilflynn,	Kilflynn,	64	71	135	85	78	163	42	65	1	–
123	5422	Templenoe,	Direen,	28	21	49	34	23	57	19	25	1	–
124	5423	Kenmare,	Goulane,	31	31	62	28	32	60	18	34	1*	–
125	5480	Tuosist,	Lehud,	45	19	64	48	27	75	30	39	1*	–
126	5481	Kilbonane,	Kilbonane, m.	85	–	85	90	–	90	34	38	1*	–
127	5482	Do.	Do. f.	–	72	72	–	66	66	21	28	–	1*
128	5484	Tuosist,	Shelbourne, No. 2,	27	14	41	49	18	67	20	31	1	–
129	5517	Stradbally,	Magharees,	50	42	92	58	42	100	47	51	1*	–
130	5659	Kenmare,	Litter,	6	5	11	18	13	31	21	15	1	–
131	5735	Glenbegh,	Keelnabrack, m.	57	–	57	60	–	60	20	18	1	–
132	5736	Do.	Do. f.	–	68	68	–	80	80	19	24	–	1*
133	5869	Killemlagh,	Portmagee,	48	16	64	36	23	59	31	40	1	–
134	5870	Castle Island,	Castle Island, No. 2,	57	20	77	47	21	68	29	20	1*	–
135	5970	Aghadoe,	Sixmilebridge,	79	36	115	136	76	212	46	94	1	–
136	6071	Kilcaragh,	Lixnaw, f.	–	82	82	–	80	80	26	31	–	1
137	6091	Tuosist,	Landsdowne,	19	20	39	46	41	87	30	49	1	–
138	6113	Kilquane,	Kilquane,	80	50	130	138	82	220	29	54	1	–
139	6207	Killiney,	Castlegregory, No. 2,	15	13	28	13	15	28	20	20	1	–
140	6215	Castle Island,	Castle Island, f.	–	283	283	–	313	313	176	224	–	2
141	6227	Kilmalkedar,	Smerwick, m.	28	–	28	54	–	54	10	26	1*	–
142	6228	Do.	Do. f.	–	36	36	–	78	78	15	35	–	1
143	6244	Duagh,	Droumligach, m.	51	–	51	43	–	43	24	24	1*	–
144	6294	Killarney,	Killarney, Adult evg.	68	–	68	58	–	58	30	26	1*	–

[a] Temporarily closed.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of MUNSTER: County of KERRY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.										
Teachers.			Assistants			Monitors.																		
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1	1	16	2	—			11	15	0	1	16	10	—			1	16	10		83
1[2]	R.C.	–	–	–	–	–	1	2	9	2	1	17	6	34	0	0	2	4	0	3	0	0	5	4	0	V.T.	84
2[1], 1[2]	R.C.	1	2	–	–	–	5	15	1	7	5	10	0	9	6	0	—			—			—				85
Nuns.	R.C.	–	–	–	–	1	4	6	16	0	—			61	12	6	—			—			—				86
3[2]	R.C.	–	–	–	–	–	1	0	12	0	—			16	0	0	1	11	6	—			1	11	6		87
3[2]	R.C.	–	–	–	–	–	1	1	7	10	—			16	0	0	0	16	6	—			0	16	6		88
3[2]	R.C.	1	–	–	–	–	2	3	11	2	—			28	10	0	2	4	4	—			2	4	4	V.T.	89
2[2] / 2[1]	R.C.	–	2	–	–	–	4	16	6	0	8	12	6	—			—			—			—				90
2[1], 2[1]	R.C.	–	–	–	–	–	2	4	16	6	5	5	0	—			—			—			—				91
2[2]	R.C.	–	–	–	–	–	1	0	17	0	—			22	0	0	5	0	0	—			5	0	0	B.	92
3[1]	R.C.	–	–	–	–	–	1	2	16	3	—			19	0	0	7	14	4	—			7	14	4	V.C.	93
3[2]	R.C.	–	–	–	–	–	1	1	12	6	—			29	0	0	3	16	5	—			3	16	5	V.C.	94
Prob.	R.C.	–	–	–	–	–	1	0	17	1	—			10	3	4	1	15	6	—			1	15	6	V.C.	95
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	1	10	3	—			1	10	3	V.C.	96
3[1]	R.C.	–	–	1	–	–	2	2	1	0	—			27	0	0	2	13	6	—			2	13	6	V.C.	97
2[2]	R.C.	–	–	–	–	–	1	0	10	5	1	17	6	18	0	0	3	1	9	—			3	1	9		98
3[1]	R.C.	–	–	–	–	–	1	5	9	0	5	12	6	3	0	0	—			—			—				99
3[1]	R.C.	–	–	–	–	–	1	5	0	0	—			16	0	0	2	10	0	—			2	10	0	V.C.	100
1[3]	R.C.	–	–	–	–	–	1	—			—			26	10	0	0	11	1	—			0	11	1	V.C.	101
Prob.	R.C.	–	–	–	–	–	1	—			—			11	0	0	0	10	2	—			0	10	2	V.C.	102
2[2]	R.C.	–	–	–	–	–	1	1	9	3	0	19	6	22	0	0	4	12	0	—			4	12	0	V.C.	103
3[2]	R.C.	–	–	–	–	–	1	—			—			14	10	0	—			—			—			V.C.	104
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	20	10	0	1	5	11	—			1	5	11	V.C.	105
2[1]	R.C.	–	–	–	–	–	1	0	12	5	1	10	0	20	0	0	2	16	10	2	0	0	4	16	10	V.T.	106
2[1], 1[2]	R.C.	–	–	–	–	–	2	4	6	6	—			—			—			—			—				107
3[2]	R.C.	–	–	–	–	–	1	0	19	7	—			16	0	0	3	1	7	—			3	1	7		108
1[3]	R.C.	–	–	1	1	–	3	2	19	9	—			35	6	8	5	18	7	—			5	18	7	V.C.	109
3[2]	R.C.	–	–	–	–	–	1	—			—			12	10	0	2	5	0	—			2	5	0	V.C.	110
Prob.	R.C.	–	–	–	–	–	1	—			—			11	11	8	—			—			—			V.C.	111
2[1]	R.C.	–	–	–	1	–	2	1	11	0	—			30	13	4	5	10	0	—			5	10	0	V.C.	112
2[2]	R.C.	–	–	–	–	–	1	—			—			18	5	0	—			—			—			V.C.	113
3[2]	R.C.	–	–	–	–	–	1	1	4	8	—			14	10	0	0	16	2	—			0	16	2	A.	114
3[2]	R.C.	–	–	–	–	–	1	—			—			16	15	0	4	10	0	—			4	10	0	V.C.	115
Pr.Pr.	R.C.	–	–	1	–	–	3	1	13	2	—			—			—			—			—				116
3[2]	R.C.	–	–	–	–	–	1	—			1	17	6	21	6	8	—			—			—			V.C.	117
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	2	13	6	—			2	13	6	V.C.	118
3[1]	R.C.	–	–	–	–	–	1	—			—			16	0	6	1	4	10	—			1	4	10	V.C.	119
3[1]	R.C.	–	–	–	–	–	1	0	12	1	—			17	10	0	2	13	0	—			2	13	0		120
3[1]	R.C.	–	–	–	1	–	2	2	1	1	—			23	10	0	13	7	11	—			13	7	11		121
3[1]	R.C.	–	–	1	–	–	2	2	7	5	—			27	0	0	1	4	0	—			1	4	0		122
3[1]	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	17	16	8	1	11	2	—			1	11	2	V.C.	123
2[1]	R.C.	–	–	–	–	–	1	4	3	0	1	10	0	24	0	0	3	2	3	—			3	2	3	V.C.	124
3[2]	R.C.	–	–	–	–	–	1	0	14	5	—			16	0	0	4	0	0	—			4	0	0	V.C.	125
2[2]	R.C.	–	–	–	–	–	1	1	3	1	1	10	0	23	0	0	1	8	0	5	0	0	6	8	0		126
3[1]	R.C.	–	–	–	–	–	1	0	11	0	1	10	0	16	0	0	0	14	6	5	0	0	5	14	6		127
Prob.	R.C.	–	–	–	–	–	1	—			—			21	13	1	4	4	9	—			4	4	9	V.C.	128
2[2]	R.C.	–	–	–	–	–	1	—			1	10	0	22	0	0	3	12	4	—			3	12	4	V.C.	129
3[1]	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	12	10	6	0	16	9	—			0	16	9	V.C.	130
Prob.	R.C.	–	–	–	–	–	1	—			—			19	0	0	—			—			—			V.C.	131
2[2]	R.C.	–	–	–	–	–	1	1	11	3	—			18	10	0	1	14	0	—			1	14	0	V.C.	132
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	12	10	0	6	0	0	—			6	0	0		133
2[1]	R.C.	–	–	–	–	–	1	0	16	3	1	10	0	33	0	0	—			16	10	6	16	10	6		134
3[1]	R.C.	–	–	–	–	–	1	3	9	11	—			14	6	8	8	9	1	—			8	9	1	V.C.	135
Prob.	R.C.	–	–	–	–	–	1	0	19	1	—			8	16	8	1	15	2	—			1	15	2		136
3[1]	R.C.	–	–	–	–	–	1	0	16	1	—			18	5	0	6	14	4	—			6	14	4	V.C.	137
3[2]	R.C.	–	–	–	–	–	1	—			1	17	6	17	0	0	1	18	8	—			1	18	8	V.C.	138
Prob.	R.C.	–	–	–	–	–	1	0	10	3	—			13	10	0	—			6	0	0	6	0	0		139
Nuns.	R.C.	–	–	–	–	–	2	4	10	1	—			41	5	0	—			—			[c] —				140
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	19	0	0	1	5	0	—			1	5	0	V.C.	141
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	12	0	0	0	5	0	—			0	5	0	V.C.	142
3[1]	R.C.	–	–	–	–	–	1	0	8	9	—			19	0	0	1	5	4	—			1	5	4		143
1[2]	R.C.	–	–	–	–	–	1	—			—			10	0	0	4	8	2	—			4	8	2		144

[c] Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
145	6334	Duagh,	Droumligach, f.	–	41	41	–	43	43	18	23	–	1
146	6335	Knockanure,	Knockanure,	34	17	51	60	42	102	33	60	1*	–
147	6380	Kilnanare,	Fieries, f.	–	65	65	–	92	92	20	39	–	1*
148	6420	Finuge,	Finuge,	68	44	112	66	53	119	59	63	1	–
149	6448	Kilgarvan,	Kilgarvan, f.	–	52	52	–	48	48	37	59	–	1
150	6464	Kilgarrylander,	Keel,	74	35	109	92	41	133	51	71	1*	–
151	6465	Cloghane,	Ballyquin,	61	47	108	76	63	139	68	77	1	–
152	6535	Aughavallen,	Astee, m.	97	–	97	82	–	[a]82	36	[a]46	1	–
153	6536	Ballyheige,	Candeeha, i.	16	71	87	22	60	82	48	44	–	1
154	6537	Annagh,	Derryquay,	37	20	57	36	24	60	31	23	1	–
155	6626	Kenmare,	Kenmare, Industr.	–	70	70	–	63	63	38	28	–	1
156	6654	Killarney,	Killarney, No. 2, f.	–	203	203	–	199	199	109	105	–	1
157	6655	Brosna,	Brosna,	89	46	135	95	59	154	54	73	1	–
158	6656	Castleisland,	Knocknagashel,	51	26	77	62	34	96	50	64	1	–
159	6695	Ventry,	Ventry,	39	15	54	43	17	[a]60	32	[a]24	1	–
160	6725	Valentia,	Farrenreigh,[c]	–	–	–	–	–	–	–	–	1	–
161	6726	Kilgobban,	Camp,	28	21	49	45	27	72	21	29	1	–
162	6727	Killinane,	Gortaforey,	48	43	91	63	44	107	30	66	1	–
163	6787	Ratass,	Lisatanavalla, f.	–	50	50	–	58	58	23	27	–	1
164	6814	Kilcaragh,	Lixnaw, m.	82	–	82	68	–	68	41	40	1	–
165	6825	Castleisland,	Ballinacartin,	30	36	66	56	54	110	52	60	1	–
166	6902	Ratass,	Lisatanavalla, m.	61	–	61	84	–	84	19	64	1	–
167	6904	Clogherbrian,	Ballyroe, f.	–	63	63	–	59	59	25	30	–	1
168	6962	Rathass,	Tralee Gaol,	101	50	151	91	50	141	49	40	1	1
169	7008	Cloghane,	Cloghane,	46	45	91	42	39	81	53	52	1	–
170	7009	Aughavallen,	Astee, f.	–	73	73	–	94	[a]94	36	[a]44	–	1
171	7057	Kilcaskin,	Tulloha, f.	–	40	40	–	102	102	28	65	–	1
172	7116	Ballyheige	Kerryhead,	47	34	81	37	31	68	54	51	1	–
173	7122	Tuosist,	Daurus, f.	–	38	38	–	40	40	15	21	–	1
174	7158	Kilcrohan,	Cahirdaniel, m.	29	–	29	137	–	137	14	63	1	–
175	7159	Do.	Do. f.	–	22	22	–	72	72	11	42	–	1*
176	7244	Ventry,	Ventry, f.	–	–	[d]–	–	96	[a]96	–	[a]70	–	1
			Total in Kerry,	9,355	10,365	19,720	10,139	11,482	21,621	9,595	11,807	117	86

COUNTY OF

1	552	Caherconlish,	Kishikirk, m.	114	–	114	136	–	136	53	74	1	–
2	553	Do.	Do. f.	–	100	100	–	109	109	43	56	–	1
3	556	Stradbally,	Mount Shannon, f.	9	108	117	9	82	91	72	69	–	1
4	557	Caherconlish,	Inch, St. Laurence,	116	75	191	130	92	222	59	115	1*	–
5	558	Do.	Kilmurry,	52	42	94	65	54	119	34	60	1*	–
6	560	Clonkeen,	Clonkeen, m.	59	–	59	54	–	54	28	23	1	–
7	561	Killeedy,	Raheenagh,	113	92	205	122	105	227	69	106	1*	–
8	562	Killeengariffe,	Ahane, m.	85	–	85	79	–	79	57	65	1*	–
9	563	Do.	Do. f.	–	59	59	–	61	61	46	46	–	1*
10	564	Kilfinane,	Kilfinane, m.	135	–	135	175	–	175	55	88	1*	–
11	566	Monaygay,	Glenmore,	72	54	126	89	64	153	86	94	1*	–
12	568	Ardagh,	Ballyvohan,	76	35	111	93	61	154	46	63	1*	–
13	570	St. Munchin's,	SS. Mary & Munchin's,	–	809	809	–	1,025	1,025	354	400	–	4
14	1135	Bruff,	Bruff,	70	43	113	97	70	167	45	119	1*	–
15	1143	Galbally,	Lowtown, m.	100	–	100	112	–	112	40	54	1*	–
16	1144	Do.	Do. f.	–	89	89	–	81	81	38	36	–	1*
17	1281	Ardagh,	Ardagh, No. 1,	71	–	71	73	–	73	31	35	1*	–
18	1282	Rathkeale,	Rathkeale, m.	90	–	90	103	–	103	42	45	1*	–
19	1511	Do.	Do. f.	13	76	89	46	103	149	16	33	–	1
20	1548	Killagholehane,	Broadford, m.	119	–	119	115	–	115	51	60	1*	–

[a] Taken from Inspector's report.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of MUNSTER: County of KERRY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.				School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	R.C.	–	–	–	–	–	1		—			—		11	0	0		0	18	0		—		0	18	0		145
3[2]	R.C.	–	–	–	–	–	1	1	11	2		—		16	0	0		4	9	3		—		4	9	3		146
3[2]	R.C.	–	–	–	–	–	1		—			—		14	0	0		2	0	0		—		2	0	0		147
3[2]	R.C.	1	–	–	–	–	2	2	12	0		—		34	6	8		6	19	2		—		6	19	2		148
3[1]	R.C.	–	–	–	–	–	1	1	7	0	1	17	6	17	0	0		7	2	9		—		7	2	9		149
3[1]	R.C.	–	–	–	1	–	2	1	14	0	1	17	6	26	5	0		7	18	0		—		7	18	0		150
3[2]	R.C.	–	–	1	–	–	2	1	4	1	1	10	0	17	6	8		5	0	0		—		5	0	0		151
Prob.	R.C.	–	–	–	–	–	1	1	0	0	1	17	6	12	10	0		1	9	6		—		1	9	6		152
Prob.	R.C.	–	–	–	–	–	1	0	10	3	1	17	6	13	5	0		1	1	0		—		1	1	0		153
3[2]	R.C.	–	–	–	–	–	1	1	1	8		—		14	16	8		1	4	10		—		1	4	10		154
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	21	0	0			—			—		[b]—				155
Nuns.	R.C.	–	–	–	–	–	1	1	0	3		—		22	10	0		22	10	0		—		22	10	0		156
3[2]	R.C.	–	–	–	–	–	1	0	18	0	2	12	6	16	0	0		5	9	8		—		5	9	8		157
3[2]	R.C.	–	–	1	–	–	2	1	5	0	1	17	6	24	0	0		10	0	7		—		10	0	7		158
Prob.	R.C.	–	–	–	–	–	1		—			—		12	10	0			—			—			—			159
Prob.	R.C.	–	–	–	–	–	1		—			—		2	15	0			—			—			—			160
3[2]	R.C.	–	–	–	–	–	1	1	1	6		—		19	0	0		0	19	0		—		0	19	0		161
3[2]	R.C.	–	–	–	–	–	1	1	5	8		—		12	10	0		5	0	0		—		[b]5	0	0		162
Prob.	R.C.	–	–	–	–	–	1		—			—		11	15	0			—			—			—			163
3[2]	R.C.	–	–	–	–	–	1	1	12	7		—		12	10	0		4	12	0		—		4	12	0		164
3[2]	R.C.	–	–	–	–	–	1	1	0	0		—		12	10	0		8	4	5		—		8	4	5		165
Prob.	R.C.	–	–	–	–	–	1	0	19	10		—		12	10	0		0	1	8		—		0	1	8		166
3[2]	R.C.	–	–	–	–	–	1	1	10	8		—		11	0	0		0	18	0		—		0	18	0		167
Pr., 3[2]	R.C.	–	–	–	–	–	2	1	13	11		—			—				—			—			—			168
Prob.	R.C.	–	–	–	–	–	1	0	15	9		—		12	10	0		4	17	10		—		4	17	10		169
3[2]	R.C.	–	–	–	–	–	1	4	0	0		—		11	0	0		5	0	0		—		5	0	0		170
2[2]	R.C.	–	–	–	–	–	1		—			—		22	10	0		4	0	0	5	0	0	9	0	0	A.	171
Prob.	R.C.	–	–	–	–	–	1	0	15	1		—		12	10	0		3	0	2		—		3	0	2		172
2[2]	R.C.	–	–	–	–	–	1	1	18	7		—		18	0	0		2	13	10	5	0	0	7	13	10		173
2[1]	R.C.	–	–	–	–	–	1	4	10	6		—		16	0	0		10	17	1		—		10	17	1		174
2[1]	R.C.	–	–	–	–	–	1	1	7	3		—		15	6	8		5	9	1		—		5	9	1		175
Prob.	R.C.	–	–	–	–	–	1		—		5	0	0	5	0	0			—		10	0	0	10	0	0		176
–	–	11	5	12	14	8	253	297	7	6	149	9	6	3,685	12	6		536	2	8	229	16	0	765	18	8		176

LIMERICK—151 Schools.

2[2]	R.C.	–	–	–	–	–	1	4	18	11		—		24	10	0		5	13	2	4	0	0	[b]9	13	2		1
2[2]	R.C.	–	–	–	–	–	1	1	4	9		—		19	10	0		3	9	0	6	0	0	[b]9	9	0		2
3[1]	R.C.	–	–	–	–	–	1	2	0	9		—		17	0	0		3	13	10	6	0	0	[b]9	13	10		3
3[2]	R.C.	–	–	–	–	–	1	4	3	2	2	5	0	16	0	0		5	17	6		—		5	17	6	V.T.	4
3[2]	R.C.	–	–	–	–	–	1	1	10	10	1	17	6	16	0	0		6	16	8		—		6	16	8	V.T.	5
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	17	16	8		3	0	0		—		[b]3	0	0		6
2[2]	R.C.	1	–	–	–	–	2	2	8	10		—		36	6	8		7	0	0	1	0	0	8	0	0		7
1[1]	R.C.	–	–	–	–	–	1	6	8	9		—		41	0	0		7	15	0	20	0	0	[b]27	15	0		8
2[2]	R.C.	–	–	–	–	–	1		—		1	10	0	18	0	0		5	19	0	8	0	0	[b]13	19	0		9
2[1]	R.C.	1	–	–	–	–	2	5	0	2		—		39	10	0		30	5	7		—		30	5	7		10
2[2]	R.C.	1	–	–	–	–	2	3	19	2	1	17	6	22	0	0		10	0	0	5	0	0	15	0	0		11
3[1]	R.C.	–	–	–	–	–	1	4	15	2		—		19	0	0		4	0	3		—		4	0	3		12
Nuns.	R.C.	–	–	–	–	1	5		—			—		78	5	0			—		31	10	0	31	10	0		13
3[2]	R.C.	1	–	–	–	–	2	0	13	8		—		26	7	6		6	0	0		—		6	0	0		14
3[1]	R.C.	–	–	–	1	–	2	6	8	4		—		25	6	8		10	0	0		—		10	0	0	V.T.	15
1[3]	R.C.	–	–	–	–	–	1	0	18	4		—		20	0	0		0	15	0		—		0	15	0	V.T.	16
3[1]	R.C.	–	–	–	–	–	1	1	17	0		—		11	7	6		3	0	0		—		3	0	0	V.T.	17
3[1]	R.C.	–	–	–	1	–	2	3	7	7		—		21	1	8		10	10	3		—		10	10	3	V.T.	18
2[1]	R.C.	–	–	–	–	–	1	0	11	10		—		19	10	0		2	0	0		—		2	0	0	V.T.	19
3[1]	R.C.	–	–	–	–	–	1	1	12	3	2	5	0	19	0	0		2	0	0		—		2	0	0		20

[c] Temporarily closed.

[d] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
21	1756	Aglish Cormick,	Cloverfield, m.	97	–	97	103	–	103	28	50	1	–
22	1775	Do. . .	Do. f.	–	75	75	–	95	95	36	50	–	1
23	1868	Ballybrood, .	Caherline, . . .	115	86	201	142	94	236	41	55	1	–
24	1934	Mahoonagh, .	Feohanagh, . .	53	–	53	74	–	74	20	35	1	–
25	1935	Killmallock, .	SS. Peter & Paul's, m.	132	–	132	144	–	144	65	85	1*	–
26	1980	Kilteely, . .	Kilteely, m.	168	–	168	183	–	183	50	99	1*	–
27	1987	Do. . .	Do. f.	–	132	132	–	152	152	70	86	–	1*
28	2007	Croagh, . .	Croagh, m.	73	–	73	92	–	92	26	48	1	–
29	2008	Do. . .	Do. f.	–	60	60	–	71	71	19	37	–	1
30	2039	Askeaton, .	Askeaton, m.	76	–	76	107	–	107	37	60	1	–
31	2040	Do. . .	Do. f.	–	60	60	–	111	111	31	54	–	1
32	2184	Caherelly, .	Caherelly, . .	137	107	244	137	139	276	40	62	1	–
33	2222	Ardagh, . .	Ardagh, No. 2, f.	–	103	103	–	96	96	49	47	–	1
34	2289	Stradbally, .	Castleconnell, m.	117	–	117	127	–	127	57	54	1*	–
35	2358	Monaygay, .	Temple Glantine, m.	130	–	130	150	–	150	71	87	1	–
36	2359	Do. . .	Do. f.	–	122	122	–	151	151	57	81	–	1
37	2539	Abbeyfeale, .	Abbeyfeale, . .	99	73	172	99	97	196	91	130	1*	–
38	2540	Robertstown, .	Mount Trenchard, m.	74	–	74	82	–	82	24	50	1	–
39	2696	Croom, . .	Croom, m.	138	–	138	192	–	192	56	110	1*	–
40	2697	Do. . .	Do f.	–	101	101	–	176	176	45	90	–	1*
41	2747	Kilmallock, .	SS. Peter & Paul's, f.	–	168	168	–	306	306	64	98	–	1*
42	2813	Robertstown, .	Foynes, m.	35	–	35	56	–	56	25	29	1*	–
43	2814	Do. . .	Do. f.	–	40	40	–	51	51	25	35	–	1*
44	2879	Rathronan, .	Athea, . . .	96	58	154	126	74	200	89	127	1*	–
45	2909	Ballingarry, .	Ballingarry, m.	173	–	173	190	–	190	45	83	1	–
46	2910	Do. . .	Do. f.	–	103	103	–	144	144	35	80	–	1
47	2911	Kilcornan, .	Kilcornan, . .	33	24	57	91	66	157	45	106	1	–
48	3040	Newcastle, .	Newcastle, Workh.	274	262	536	236	290	526	376	315	1	1
49	3068	Kilmallock, .	Kilmallock, Workh.	278	340	618	238	302	540	426	326	1*	1
50	3131	Robertstown, .	Mt. Trenchard, f.	–	62	62	–	75	75	24	42	–	1
51	3221	Glenroe, . .	Glenroe, . .	61	35	96	110	85	195	50	88	1*	–
52	3231	Kilfergus, .	Glynn, m.	131	–	131	151	–	151	58	83	1	–
53	3232	Do. . .	Do. f.	–	107	107	–	132	132	44	81	–	1*
54	3415	Rathkeale, .	Rathkeale, Workh.	118	145	263	104	139	243	199	193	1*	1*
55	3699	Chapel Russell,	Pallaskenry, . .	55	–	55	132	–	132	24	62	1	–
56	3786	Shanid, . .	Shanagolden, m.	89	–	89	99	–	99	40	50	1*	–
57	3934	Kilcoleman, .	Kilcoleman, m.	66	–	66	95	–	95	31	46	1*	–
58	4184	Shanid, . .	Shanagolden, f.	–	80	80	–	94	94	32	45	–	1*
59	4412	Drumcolliher, .	Drumcolliher, m.	193	–	193	224	–	224	72	113	1*	–
60	4466	Monasteranenagh	Ballymartin, . .	79	42	121	92	52	144	52	85	1	–
61	4467	Corcomohide, .	Killacolla, Agri. m.	107	–	107	145	–	145	39	64	1*	–
62	4468	Do. . .	Do. f.	–	96	96	–	125	125	27	65	–	1*
63	4469	Kilmeedy, .	Feenagh, m.	120	80	200	144	–	144	89	136	1*	–
64	4470	Do. . .	Do. f.	–	102	102	–	111	111	36	47	–	1*
65	4471	Drehadtarsna, .	Drehardtarsna, .	45	47	92	54	50	104	27	59	1*	–
66	4587	Shanid, . .	Shanagolden, i.	20	37	57	30	41	71	29	46	–	1*
67	4629	Killeedy, . .	Tour, . . .	109	76	185	107	90	197	100	127	1	–
68	4702	Killagholenane,	Broadford, f.	–	85	85	–	71	71	27	45	–	1
69	4764	Mungret, .	Patrickswell, m.	83	–	83	81	–	81	36	50	1*	–
70	4765	Do. . .	Do. f.	–	75	75	–	107	107	30	50	–	1
71	4820	Doon, . .	Coogy, m.	131	–	131	98	–	98	54	36	1*	–
72	4877	Ardagh, . .	Killoughteen,[c] .	–	–	–	–	–	–	–	–	–	–
73	5058	St. Nicholas, .	Limerick, Workhouse,	527	504	1031	398	473	871	973	839	1*	1*
74	5142	Knockainy, .	Bottomstown, . .	59	36	95	91	52	143	16	77	1	–
75	5143	St. Michael's, .	Perry Square, f.	–	530	530	–	446	446	237	280	–	3
76	5194	St. John's, .	St. John's, f.	–	250	250	–	392	392	125	155	–	2
77	5195	Knockainy, .	Knockainy, . .	50	12	62	57	17	74	31	38	1	–
78	5383	Doon, . .	Coogy, f.	–	277	277	–	278	278	52	38	–	1
79	5547	St. Michael's, .	Sexton-street, f.	–	869	869	–	669	669	371	435	–	5
80	5554	St. Munchin's .	St. Mary's, Industrial,	–	102	102	–	123	123	35	35	–	1
81	5564	Kilkeedy, .	Tervoe, Model Agri.	122	–	122	104	–	104	56	69	1* / 1	–

[a] Residence rent free for teacher.

[b] Garden rent free for teacher.

on the 31st December, 1855.—Province of MUNSTER: County of LIMERICK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.										
Teachers.			Assistants		Workmistresses and Teachers of Embroidery.	Monitors.																		
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	R.C.	–	–	–	–	–	1	1	3	10	1	17	6	18	0	0	2	14	6	—			2	14	6	V.T.B.	21
3[1]	R.C.	–	–	–	–	–	1	1	11	11	1	17	6	16	0	0	3	14	6	—			3	14	6	V.T.B.	22
3[2]	R.C.	–	–	–	–	–	1	0	12	9	1	17	6	16	0	0	2	0	0	—			2	0	0		23
Prob.	R.C.	–	–	–	–	–	1	1	12	8	—			17	0	0	5	0	0	—			5	0	0		24
2[2]	R.C.	1	–	–	–	–	2	2	12	8	—			32	13	4	30	9	6	—			30	9	6		25
1[3]	R.C.	–	–	–	–	–	1	2	3	9	—			32	10	0	5	16	2	—			5	16	2	V.T.	26
3[1]	R.C.	–	–	–	–	–	1	2	1	4	—			16	0	0	13	14	4	—			[a]13	14	4	V.T.	27
3[2]	R.C.	–	–	–	–	–	1	1	11	2	—			16	0	0	7	4	8	—			7	4	8		28
3[2]	R.C.	–	–	–	–	–	1	0	6	8	—			16	15	0	4	18	3	—			4	18	3		29
3[1]	R.C.	–	–	–	1	–	2		—		1	17	6	21	0	0	5	16	3	—			[a]5	16	3	V.T.	30
3[2]	R.C.	–	1	–	–	–	2		—		—			13	10	0	3	2	10	—			[a]3	2	10	V.T.	31
Prob.	R.C.	–	–	–	–	–	1	1	10	11	2	5	0	25	0	0	5	16	8	—			[a]5	16	8	V.T.	32
3[2]	R.C.	–	–	–	–	–	1		—		—			17	15	0	2	18	10	—			2	18	10	V.T.	33
1[1]	R.C.	–	–	–	1	–	2	6	4	4	—			32	15	0	6	3	1	—			6	3	1		34
2[2]	R.C.	1	–	–	–	–	2	4	12	9	2	5	0	34	10	0	2	3	11	15	0	0	[a]17	3	11	V.T.	35
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	14	10	0	1	12	5	12	0	0	[a]13	12	5	V.T.	36
2[2]	R.C.	1	–	1	–	–	3	1	1	0	1	17	6	30	13	4	15	15	5	—			15	15	5		37
3[1]	R.C.	–	–	–	–	–	1	6	16	9	—			19	0	0	4	0	0	5	0	0	[a]9	0	0		38
1[2]	R.C.	1	–	–	–	–	2	4	0	6	—			44	13	4	7	7	4	—			7	7	4		39
2[2]	R.C.	–	–	–	–	–	1	2	0	10	—			18	0	0	6	2	4	—			6	2	4		40
2[2]	R.C.	–	1	–	–	–	2		—		—			28	13	4	14	10	0	—			[a]14	10	0		41
3[2]	R.C.	–	–	–	–	–	1	0	13	9	1	10	0	10	6	8	3	10	0	5	0	0	8	10	0	A.	42
1[3]	R.C.	–	–	–	–	–	1		—		2	9	6	21	10	0	2	10	0	5	0	0	[a]7	10	0	A.	43
2[2]	R.C.	–	–	–	1	–	2	2	16	6	—			24	6	8	8	0	0	—			8	0	0		44
3[2]	R.C.	–	–	–	1	–	2	2	15	1	1	17	6	18	0	0	1	7	0	—			1	7	0	V.T.	45
3[1]	R.C.	–	–	–	–	–	1	3	2	8	1	10	0	16	0	0	6	0	0	—			6	0	0	V.T.	46
Prob.	R.C.	–	–	–	–	–	1	0	10	0	2	12	6	12	10	0	16	0	0	—			16	0	0	V.T.	47
3[1],2[2]	R.C.	–	–	–	–	1	3	11	10	6	7	17	6	14	0	0	—			—			—				48
2[2],2[2]	R.C.	1	2	1	–	–	6		—		—			12	0	0	—			—			—				49
3[1]	R.C.	–	–	–	–	–	1	0	11	7	—			16	0	0	3	0	0	5	0	0	8	0	0		50
2[2]	R.C.	1	–	1	–	–	3	2	0	0	2	5	0	46	1	8	15	7	6	—			15	7	6		51
3[1]	R.C.	–	–	–	–	–	1	4	8	6	—			19	0	0	12	9	9	—			12	9	9	A.	52
1[3]	R.C.	–	–	–	–	–	1	1	12	10	—			26	5	0	13	0	0	—			13	0	0	A.	53
1[3],3[1]	R.C.	–	–	1	–	–	3	1	17	6	4	17	6	—			—			—			—				54
Prob.	R.C.	–	–	–	–	–	1	1	2	2	—			12	10	0	10	0	0	0	7	8	10	7	8		55
1[3]	R.C.	–	–	–	1	–	2	3	16	6	—			31	5	0	3	17	6	5	0	0	8	17	6	A.	56
1[3]	R.C.	–	–	–	–	–	1	3	10	3	—			28	10	0	9	2	6	5	0	0	[a]14	2	6	V.T.	57
2[1]	R.C.	–	–	–	–	–	1	1	14	0	0	19	6	19	10	0	4	13	4	5	0	0	[a]9	13	4		58
1[3]	R.C.	1	–	–	–	–	2	3	11	9	2	12	6	42	10	0	14	5	11	—			14	5	11		59
3[2]	R.C.	–	–	–	–	–	1	2	4	11	—			16	0	0	—			1	0	0	1	0	0		60
1[3]	R.C.	–	–	–	1	–	2	2	18	4	1	10	0	38	6	8	7	15	0	35	16	0	43	11	0	V.C.	61
2[2]	R.C.	–	–	–	–	–	1		—		1	10	0	18	0	0	6	15	0	—			6	15	0	V.C.	62
2[1]	R.C.	–	–	–	–	–	1	0	10	9	—			3	16	8	15	0	0	1	10	0	16	10	0	V.C.	63
2[2]	R.C.	–	–	–	–	–	1	1	12	6	—			18	10	0	5	0	0	—			5	0	0	V.C.	64
2[1]	R.C.	–	–	–	–	–	1	2	3	7	—			24	0	0	4	18	7	—			[a]4	18	7	V.C.	65
3[2]	R.C.	–	–	–	–	–	1	0	12	4	1	10	0	14	0	0	1	2	0	5	0	0	[a]6	2	0		66
3[2]	R.C.	1	–	–	–	–	2	2	18	2	2	12	6	30	10	0	8	5	0	2	0	0	10	5	0		67
3[1]	R.C.	–	–	–	–	–	1		—		1	17	6	15	10	0	2	10	0	—			2	10	0	V.C.	68
3[2]	R.C.	–	–	–	–	–	1	1	16	2	1	17	6	16	0	0	10	0	0	—			[a]10	0	0	V.C.	69
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	11	0	0	5	0	0	—			[a]5	0	0	V.C.	70
3[1]	R.C.	–	–	–	–	–	1	3	7	1	1	10	0	20	10	0	3	13	4	10	0	0	[b]13	13	4		71
–	–	–	–	–	–	–	–		—		—			—			—			—			—				72
2[2],2[2]	R.C.	1	3	–	–	–	6	8	3	2	—			—			—			—			—				73
Prob.	R.C.	–	–	–	1	–	2	2	7	2	—			18	10	0	16	1	6	—			16	1	6		74
Nuns.	R.C.	–	–	–	–	1	4	6	0	0	—			57	5	0	—			—			—				75
Nuns.	R.C.	–	–	–	–	1	3		—		—			35	11	8	—			—			—				76
3[2]	R.C.	–	–	–	–	–	1	0	10	3	—			16	0	0	1	10	0	—			1	10	0		77
2[2]	R.C.	–	–	–	–	–	1	3	15	1	—			22	5	0	5	0	0	11	0	0	16	0	0		78
Nuns.	R.C.	–	–	–	–	1	6	17	10	0	—			84	0	10	—			75	0	0	75	0	0		79
Nun.	R.C.	–	–	–	–	–	1		—		—			10	0	0	—			53	12	11	53	12	11		80
2[1]	R.C.	–	–	–	–	}	2	1	7	7	2	5	0	60	0	0	8	4	9	19	0	0	27	4	9	V.C.	81
2[1]	R.C.	–	–	–	–	}																					

[c] Temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
82	5639	St. Mary's,	Limerick, adult evng.	98	–	98	82	–	82	64	26	1*	–
83	5643	Robertstown,	Mt. Trenchard, Central Mod. Agri.	33	–	33	52	–	52	6	8	1	–
												1	–
84	5773	Mahoonagh,	Mahoonagh,	105	74	179	116	72	188	79	103	1*	–
85	5835	Clonkeen,	Clonkeen, f.	–	44	44	–	34	34	20	20	–	1
86	5836	Stradbally,	Castleconnell, f.	–	69	[b]69	–	89	[b]89	[b]25	[b]39	–	1
87	5880	Abington,	Murroe, m.	95	–	95	81	–	81	40	42	1*	–
88	5881	Do.	Do.[c] f.	–	–	–	–	–	–	–	–	–	–
89	5908	Kilfinane,	Kilfinane, f.	–	124	124	–	157	157	51	76	–	1*
90	5909	Caherconlish,	Caherconlish,	16	43	59	22	46	68	26	38	–	1
91	5930	Ballylanders,	Ballylanders, m.	123	–	123	133	–	133	50	60	1*	–
92	5931	Do.	Do. f.	–	135	135	–	155	155	58	74	–	1*
93	5932	Kilkeedy,	Tervoe, f.	–	108	108	–	129	129	33	49	–	1
94	5986	Newcastle,	Courtenay,	234	–	234	211	–	211	90	98	1*	–
95	6013	Ballingarry,	Croom, Workhouse,	109	124	233	74	101	175	175	152	1*	1
96	6021	Kilfergus,	Glynn, Workhouse,	146	138	284	120	127	247	182	169	1	1*
97	6031	St. Munchin's,	Villiers, f.	4	27	31	9	28	37	18	20	–	1*
98	6032	Newcastle,	St. Catherine's, f.	–	478	478	–	531	[b]531	271	288	–	4
99	6141	St. Munchin's,	Villiers, m.	46	–	46	36	–	36	28	20	1*	–
100	6404	Knockaderry,	Knockaderry, m.	124	–	124	123	–	123	50	69	1*	–
101	6405	Do.	Do. f.	–	82	82	–	85	85	34	49	–	1
102	6426	Killeely,	Thomondgate, f.	–	73	73	–	94	94	42	70	–	1*
103	6477	Ballingarry,	Ballinleena, f.	–	77	77	–	92	92	24	40	–	1
104	6510	St. John's,	St. John's, m.	92	–	92	117	–	117	48	51	1*	–
105	6511	Do.	Do. i.	30	118	148	37	168	205	92	59	–	1
106	6516	Kildimo,	Kildimo, m.	95	–	95	115	–	115	42	65	1*	–
107	6517	Do.	Do. f.	–	139	139	–	120	120	47	76	–	1
108	6539	Caheravally,	Knockea,	98	82	180	110	86	196	57	79	1	–
109	6540	Drumcolliher,	Drumcolliher, f.	–	80	80	–	112	112	55	114	–	1*
110	6541	Corcomohide,	Castletown,	65	50	115	89	64	153	44	99	1	–
111	6542	Grean,	Derk, m.	91	–	91	85	–	85	48	50	1	–
112	6543	Hospital,	Hospital, m.	222	–	222	233	–	233	54	110	1*	–
113	6544	Do.	Do. f.	–	138	138	–	184	184	59	118	–	1*
114	6545	Knockainy,	Knockainy, f.	–	112	112	–	92	92	49	67	–	1
115	6569	Rathkeale,	St. Anne's, f.	–	637	637	–	609	609	165	222	–	3
116	6630	Grean,	Nicker,	133	96	229	193	161	354	84	191	1*	–
117	6657	Adare,	Shountrade,	41	21	62	58	37	95	28	62	1	–
118	6696	Particles,	Glenosheen,	41	36	77	45	41	86	59	46	1*	–
119	6788	Ballinvanna,	Claneen,	257	186	443	294	276	570	57	100	1	–
120	6835	Grean,	Derk, f.	–	80	80	–	91	91	39	59	–	1
121	6870	Chapel Russell,	Pallaskenry, f.	–	101	101	–	120	120	29	78	–	1
122	6915	Donoughmore,	Donoughmore, f.	–	83	83	–	101	101	66	44	1	–
123	6916	Do.	Do. m.	99	–	99	112	–	112	45	54	–	1
124	6934	St. John's,	St. John's Square, m.	179	–	179	305	–	305	167	123	1*	–
125	6935	Do.	Do. m. inft.	–	63	63	–	199	199	28	75	–	1
126	6936	Do.	Do. f.	–	448	448	–	449	449	188	220	–	2
127	6969	St. Michael's,	Limerick, D. Mod. Agl.	–	–	–	–	–	[d]–	–	–	–	–
128	6970	Do.	Do. D. Mod. m.	–	–	[d]–	103	–	103	–	81	1	–
129	6971	Do.	Do. f.	–	–	[d]–	–	93	93	–	59	–	1*
130	6972	Do.	Do. inft.	–	–	[d]–	54	24	78	–	69	–	1*
131	6973	Do.	Do. Maritime,	–	–	–	–	–	[d]–	–	[d]–	–	–
132	7027	Glenbrohane,	Glenbrohane, m.	92	–	92	110	–	110	57	59	1	–
133	7028	Do.	Do. f.	–	85	85	–	120	120	53	70	–	1
134	7087	Killagholehane,	Knockthoosh,	64	42	106	61	43	104	43	58	1	–
135	7104	Clonnagh,	Coolcappa,	76	44	120	95	56	151	49	71	1	–
136	7117	Knockany,	Loughguir,	40	24	64	79	65	144	64	94	1*	–
137	7160	Dromin,	Dromin,	82	63	145	123	102	225	47	146	1	–
138	7161	Kilmeedy,	Kilmeedy,	124	91	212	161	136	297	89	156	1	–
139	7206	Killeady,	Ashford,	–	–	[e]–	64	51	115	[e]–	78	1*	–
140	7207	Templebreden,	Knockane,	81	47	128	116	83	199	72	84	1	–
141	7208	Knocklong,	Knocklong, f.	–	122	[b]122	12	133	145	30	80	–	1*
142	7222	Banogue,	Banogue, m.	109	–	109	154	–	154	85	88	1*	–

* Residence rent free for teacher. [b] Taken from Inspector's report. [e] Temporarily closed.

on the 31st December, 1855.—Province of MUNSTER : County of LIMERICK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	R.C.	–	–	–	–	–	1					—		20	0	0	7	4	4		—		7	4	4		82
1[3]	R.C.	–	–	–	–	}	2	0	3	6	1	12	4	51	1	10		—		43	7	8	[a]43	7	8		83
Agri.	R.C.	–	–	–	–																						
2[2]	R.C.	1	–	1	–	–	3	2	5	6	2	12	6	35	3	4	12	0	0		—		12	0	0		84
3[2]	R.C.	–	–	–	–	–	1		—			—		14	0	0	2	0	0		—		[a]2	0	0		85
3[2]	R.C.	–	–	–	–	–	1	0	17	11		—		14	5	0	2	0	10		—		[a]2	0	10		86
1[3]	R.C.	–	–	–	–	–	1		—		1	17	6	29	10	0	5	8	0		—		[a]5	8	0	v.c.	87
–	–	–	–	1	–	–	1		—			—		4	0	0		—			—			—		v.c.	88
3[1]	R.C.	–	1	–	–	–	2	3	0	0	2	5	0	30	0	0	15	0	0		—		15	0	0		89
3[1]	R.C.	–	–	–	–	–	1	0	13	4	1	10	0	17	0	0	1	0	0		—		1	0	0		90
2[2]	R.C.	–	–	–	–	–	1	0	11	3		—		22	0	0	3	8	0		—		3	8	0		91
2[1]	R.C.	–	1	–	–	–	2	0	16	0		—		19	10	0	4	14	0		—		4	14	0		92
2[2]	R.C.	–	–	–	–	–	1	1	0	3		—		18	10	0	3	9	9	6	0	0	[a]9	9	9		93
2[1]	R.C.	1	–	–	–	–	2	6	0	0		—		36	10	0	12	9	6	24	9	0	[a]36	18	6		94
3[2], Pr.	R.C.	–	–	–	–	–	2	4	12	10		—			—			—			—			—			95
Pr., 2[1]	R.C.	–	–	–	–	–	2	4	9	11		—			—			—			—			—			96
2[1]	Pres.	–	–	–	–	–	1	1	8	8		—		19	10	0	2	11	7	27	0	0	[a]29	11	7		97
Nuns.	R.C.	–	–	–	–	1	5	4	9	5		—		65	0	0		—			—			—			98
1[1]	Pres.	–	–	–	1	–	2	1	7	8		—		46	1	8	5	11	4	33	0	0	[a]38	11	4		99
3[1]	R.C.	–	–	–	–	–	1	2	7	6		—		19	0	0	10	3	6		—		10	3	6		100
3[1]	R.C.	–	–	–	–	–	1	0	10	9	1	17	6	17	0	0	5	12	2		—		5	12	2		101
3[1]	R.C.	–	–	–	–	–	1		—		1	17	6	16	0	0		—			—			—			102
Prob.	R.C.	–	–	–	–	–	1	0	14	9	1	17	6	11	0	0	5	0	0		—		5	0	0		103
1[2]	R.C.	–	–	–	1	–	2		—		1	17	6	44	3	4	6	3	5		—		6	3	5		104
2[2]	R.C.	–	–	–	–	–	1		—		2	5	0	19	0	0	7	14	9		—		7	14	9		105
2[2]	R.C.	–	–	–	–	–	1	5	2	5		—		28	0	0	18	0	0		—		[a]18	0	0	v.c.	106
2[1]	R.C.	–	1	–	–	–	2	2	0	0		—		29	16	8	15	0	0		—		[a]15	0	0	v.c.	107
3[2]	R.C.	–	–	1	–	–	2	0	12	2	2	5	0	24	0	0	3	10	0		—		3	10	0		108
2[2]	R.C.	–	1	–	–	1	3	2	0	1	2	5	0	31	10	0	10	4	10		—		10	4	10		109
3[2]	R.C.	–	–	1	–	–	2	2	4	4	1	17	6	24	0	0	7	10	0		—		7	10	0		110
3[2]	R.C.	–	–	–	–	–	1	1	19	11	1	17	6	17	0	0	6	1	4		—		[a]6	1	4		111
2[1]	R.C.	1	–	–	–	–	2	2	14	3	2	12	6	36	10	0	13	19	8	10	0	0	[a]23	19	8		112
2[2]	R.C.	–	1	–	–	–	2	4	0	3	3	4	6	40	13	4	26	3	6	10	0	0	[a]36	3	6		113
2[2]	R.C.	–	1	–	–	–	2	1	10	3	2	5	0	28	6	8	5	11	6		—		5	11	6		114
Nuns.	R.C.	–	–	–	–	1	4		—		4	2	6	44	15	0		—			—			—			115
2[1]	R.C.	1	–	–	–	–	2	5	18	5	3	7	6	36	10	0	15	15	0		—		15	15	0		116
Prob.	R.C.	–	–	–	–	–	1	1	10	1		—		12	10	0	10	0	0		—		10	0	0		117
1[3]	Pres.	–	–	1	–	–	2	1	15	10		—		36	10	0		—		25	0	0	[a]25	0	0		118
3[1]	R.C.	1	–	–	–	–	2	5	14	11		—		42	6	8	25	0	0		—		25	0	0		119
3[1]	R.C.	–	–	–	–	–	1	0	15	3		—		17	0	0	3	4	4		—		[a]3	4	4		120
Prob.	R.C.	–	–	–	–	–	1	0	10	1		—		11	0	0	12	0	0		—		[a]12	0	0		121
Prob.	R.C.	–	–	–	–	–	1	2	10	5		—		12	10	0	2	6	6		—		2	6	6		122
Prob.	R.C.	–	–	–	–	–	1	1	5	11		—		11	0	0	2	10	0		—		2	10	0		123
Prob.	R.C.	–	–	–	–	–	1	15	0	5		—		40	3	4	9	17	10		—		9	17	10		124
1[3]	R.C.	1	–	–	–	–	2		—			—		11	0	0	2	9	2		—		2	9	2		125
Prob.	R.C.	–	–	–	–	–	1	4	19	5		—		42	10	0		—			—			—			126
Nuns.	R.C.	–	–	–	–	–	2		—		0	16	0		—			—			—			—			127
–	–	–	–	–	–	–	–	28	4	6	62	18	4		—		17	14	6		—		17	4	6		128
–	R.C.	1	–	–	4	–	6		—		27	8	8		—		13	9	1		—		13	9	1		129
–	R.C.	–	1	–	–	5	7		—		8	1	8		—		6	3	5		—		6	3	5		130
–	Pres.	–	–	–	–	1	2		—			—			—			—			—			—			131
–	–	–	–	–	–	–	–		—			—			—			—			—			—			132
Prob.	R.C.	–	–	–	–	–	1	3	18	9		—		12	10	0	8	17	0		—		8	17	0		133
2[1]	R.C.	–	–	–	–	–	1	4	1	3		—		24	3	4	6	6	6		—		6	6	6		134
Prob.	R.C.	–	–	–	–	–	1	1	14	11		—		12	10	0	1	10	0		—		1	10	0		135
3[1]	R.C.	–	–	–	–	–	1	3	19	0		—		16	3	4	7	0	0		—		7	0	0		136
3[1]	R.C.	–	–	1	–	–	2	1	15	0		—		23	13	4	12	0	0		—		12	0	0		137
3[1]	R.C.	–	–	–	–	–	1	4	6	6		—		16	3	4	20	0	0		—		20	0	0		138
3[2]	R.C.	1	–	–	–	–	2	6	18	1		—		17	3	4	13	0	0		—		13	0	0		139
3[1]	R.C.	–	–	–	–	–	1	1	3	2	4	10	0	11	10	0	4	10	0		—		4	10	0		140
Prob.	R.C.	1	–	–	–	–	2	0	18	4	5	0	0	7	18	4	8	0	0		—		8	0	0		141
2[1]	R.C.	–	–	–	–	–	1	3	17	8	4	10	0	12	8	4	20	0	0		—		20	0	0		142
2[2]	R.C.	–	–	–	–	–	1	5	4	3	5	0	0	13	13	4	5	0	0		—		5	0	0		

[d] Not brought into operation until after this date.

[e] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
143	7223	Banogue,	Banogue, f.	–	80	80	–	122	122	70	70	–	1
144	7224	Ballygran,	Ballygran,	–	–	[b]–	65	44	109	[b]–	76	1	–
145	7230	Abbeyfeale,	Meenkilly,	60	40	100	62	38	100	80	68	1	–
146	7237	Killflynn,	Ballyorgan,	–	–	[b]–	52	39	91	–	53	1*	–
147	7263	Doon,	Bilboa,	–	–	[b]–	101	84	185	–	143	1	–
148	7273	Ulla,	Ulla, m.	–	–	[b]–	75	–	75	–	59	1*	–
149	7274	Do.	Do. f.	–	–	[b]–	–	90	90	–	47	–	1
150	7309	Killeedy,	Raheenagh, f.	–	–	–	–	–	[b]–	–	[b]–	–	1
151	7310	Kilcullane,	Herbertstown, f.	–	–	–	–	–	[b]–	–	[b]–	–	1
			Total in Limerick,	9,058	11,849	20,907	10,722	13,917	24,639	9,882	13,135	90	81

COUNTY OF

1	571	Ardmoyle,	Ardmoyle,	51	35	86	40	30	70	40	45	1	–
2	572	Donohill,	Anacarty,	64	42	106	91	63	154	30	56	1	–
3	573	Buolick,	Ballysloe,	60	60	120	54	42	96	45	45	1*	–
4	574	Do.	Clonmiclane,	77	37	114	64	39	103	45	54	1*	–
5	575	Do.	Gortnahoe, m.	99	–	99	54	–	54	30	19	1	–
6	576	Caher,	Caher, m.	78	–	78	91	–	91	31	35	1	–
7	577	Do.	Do. f.	–	103	103	–	119	119	37	53	–	1*
8	578	Clonoulty,	Clonoulty, m.	138	–	138	146	–	146	59	63	1*	–
9	580	St. John Baptist,	Cashel, m.	97	–	97	98	–	98	45	50	1	–
10	581	Do.	Do. f.	–	335	335	–	379	379	232	214	–	2
11	582	Clonoulty,	Rossmore,	73	51	124	89	64	153	42	86	1*	–
12	584	Cloneen,	Cloneen,	57	43	100	96	75	171	34	75	1*	–
13	585	Drom,	Drom,	54	54	108	50	39	89	52	41	1	–
14	586	Durrow,	Gurteen, m.	64	–	64	59	–	59	26	24	1*	–
15	587	Fennor,	Graigue,	71	80	151	64	38	102	63	31	1*	–
16	588	Do.	Urard,	41	32	73	24	24	48	32	24	1	–
17	590	Glankeen,	Borrisoleagh, m.	123	–	123	137	–	137	69	80	1*	–
18	591	Do.	Ileigh,	57	56	113	54	62	116	56	59	1*	–
19	592	Toem,	Hollyford,	138	101	239	183	146	329	90	124	1	–
20	594	Kilfeacle,	Kilfeacle,	54	28	82	56	42	98	35	55	1	–
21	595	Kilcooley,	New Bermingham,	90	72	162	102	76	178	72	56	1*	–
22	596	Kilcash,	Kilcash,	76	–	76	85	–	85	34	35	1	–
23	598	Kiltinan,	Killusty,	52	45	97	55	48	103	34	50	1*	–
24	600	Lorrha,	Lorrha, m.	89	–	89	75	–	75	37	46	1*	–
25	601	Do.	Do. f.	–	90	90	–	95	95	46	58	–	1*
26	602	Moyne,	Moyne,	114	110	224	126	119	245	136	128	1*	–
27	604	Nenagh,	Nenagh, m.	156	–	156	196	–	196	87	109	1*	–
28	606	Solloghodmore,	Solloghod, m.	82	–	82	95	–	95	34	38	–	–
29	610	Tullamain,	Rosegreen,	47	40	87	54	50	104	37	48	1*	–
30	611	Templetuohy,	Ballynockin,	65	81	146	41	68	109	73	43	1	–
31	613	Do.	Toher,	55	40	95	44	26	70	40	27	1*	–
32	616	Aghnameadle,	Toomyvara, m.	45	–	45	67	–	67	25	35	1*	–
33	617	Do.	Do. f.	–	57	57	–	62	62	23	24	–	1*
34	618	Uskane,	Sopwell,	41	38	79	38	36	[d]74	37	[d]33	1*	–
35	1131	Clonoulty,	Ballagh,	51	43	[d]94	61	41	[d]102	[d]56	[d]55	1	–
36	1181	Templebeg,	Kilcummin, m.	82	–	82	63	–	63	44	49	1	–
37	1283	Ballycahill,	Ballycahill, m.	69	–	69	57	–	57	30	28	1*	–
38	1284	Kilcomenty,	Birdhill, m.	69	–	69	70	–	70	29	37	1	–
39	1285	Tipperary,	Tipperary, m.	329	–	329	387	–	387	90	131	1*	–
40	1402	Killea,	Killea, m.	67	–	67	61	–	61	32	35	1	–
41	1559	Killaloan,	Newtown Anner,	104	91	195	111	110	221	81	90	1 –	– 1
42	1569	Ballycahill,	Ballycahill, f.	–	84	84	–	70	70	37	38	–	1
43	1579	Kilfitinone,	Ballylonty,	60	47	107	53	33	86	50	45	1	–
44	1594	Roscrea,	Roscrea, m.	122	–	122	174	–	174	55	75	1*	–

[a] Residence rent free for teacher.

[b] Not taken into connexion until after this date.

on the 31st December, 1855.—Province of MUNSTER: County of LIMERICK—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	R.C.	–	–	–	–	–	1	—			5	0	0	6	16	8	6	18	2	—			6	18	2		143
Prob.	R.C.	–	–	–	–	–	1	2	7	11	5	0	0	7	0	0	8	0	0	—			[a]8	0	0		144
Prob.	R.C.	–	–	–	–	–	1	1	17	10	5	0	0	8	16	8	10	0	0	—			10	0	0		145
2[2]	R.C.	–	–	–	–	–	1	2	0	0	5	0	0	6	6	8	—			—			—				146
Prob.	R.C.	–	–	–	–	–	1	3	13	5	6	0	0	3	10	0	12	10	0	—			12	10	0		147
3[2]	R.C.	–	–	–	–	–	1	—			4	10	0	1	8	4	4	0	0	—			4	0	0		148
3[1]	R.C.	–	–	–	–	–	1	—			4	10	0	1	8	4	4	10	0	—			4	10	0		149
Prob.	R.C.	–	–	–	–	–	1	—			4	10	0	—			—			—			—				150
Prob.	R.C.	–	1	–	–	–	2	—			4	10	0	—			5	12	0	—			[a]5	12	0		151
–	–	22	15	10	15	14	247	369	8	3	277	8	0	3,340	11	0	998	10	5	536	13	3	1,535	3	8		151

TIPPERARY—221 Schools.

3[1]	R.C.	–	–	1	–	–	2	1	18	0	1	17	6	27	0	0	7	0	8	—			7	0	8		1
3[2]	R.C.	–	–	–	–	–	1	2	2	5	—			21	0	0	6	9	3	—			6	9	3		2
2[2]	R.C.	–	–	–	–	–	1	0	10	3	—			22	0	0	3	1	6	—			3	1	6		3
3[1]	R.C.	–	–	–	–	–	1	3	7	2	—			19	0	0	4	16	6	—			4	16	6		4
Prob.	R.C.	–	–	–	–	–	1	0	10	6	—			15	10	0	0	16	0	—			[a]0	16	0		5
Prob.	R.C.	–	–	–	1	–	2	—			—			25	15	10	10	0	0	—			10	0	0		6
3[2]	R.C.	–	1	–	–	–	2	0	16	7	—			27	15	0	5	17	0	—			[a]5	17	0		7
1[3]	R.C.	–	–	–	1	–	2	4	10	0	—			32	10	0	9	6	6	—			9	6	6		8
2[1]	R.C.	–	–	–	1	–	2	—			—			30	0	0	—			20	0	0	20	0	0		9
Nuns.	R.C.	–	–	–	–	1	3	—			—			40	0	0	—			—			—				10
1[3]	R.C.	–	–	–	1	–	2	3	4	2	—			31	13	4	5	18	6	—			5	18	6		11
2[2]	R.C.	–	–	–	–	–	1	4	7	3	—			23	0	0	15	3	0	—			15	3	0		12
2[2]	R.C.	–	–	–	–	–	1	0	17	10	—			22	0	0	5	0	0	—			5	0	0		13
1[3]	R.C.	–	–	–	–	–	1	0	16	3	—			28	10	0	1	10	2	—			1	10	2	v.t.	14
1[3]	R.C.	–	–	1	–	–	2	0	5	0	—			36	10	0	5	0	0	—			[a]5	0	0		15
Prob.	R.C.	–	–	–	–	–	1	0	10	10	—			12	10	0	2	0	0	—			2	0	0		16
1[2]	R.C.	1	–	–	–	–	2	1	10	6	—			48	0	0	7	19	9	—			7	19	9		17
2[2]	R.C.	–	–	–	–	–	1	2	16	6	—			22	0	0	7	14	11	—			7	14	11		18
Prob.	R.C.	–	–	1	–	–	2	2	6	7	—			18	18	0	9	4	3	—			9	4	3		19
3[2]	R.C.	–	–	–	–	–	1	1	0	9	—			16	0	0	9	15	0	—			9	15	0		20
2[2]	R.C.	–	–	1	–	–	2	1	7	3	—			30	0	0	2	14	8	0	10	0	[a]3	4	8		21
3[1]	R.C.	–	–	–	–	–	1	1	10	11	—			20	10	0	4	0	0	—			[a]4	0	0	v.c.	22
3[1]	R.C.	–	–	–	–	–	1	0	10	10	—			19	0	0	10	0	0	—			10	0	0		23
3[1]	R.C.	–	–	–	–	–	1	2	4	4	1	10	0	19	0	0	5	3	0	—			5	3	0	v.t.	24
1[3]	R.C.	–	–	–	–	1	2	2	14	2	—			21	5	0	7	6	8	18	0	0	25	6	8	v.t.	25
1[1]	R.C.	1	–	–	1	–	3	4	14	5	—			57	11	8	23	6	3	—			23	6	3	v.t.	26
1[3]	R.C.	1	–	–	1	–	3	—			2	5	0	50	0	0	—			2	10	0	2	10	0		27
–	–	–	–	–	–	–	–	2	9	9	—			—			—			36	5	0	[c]36	5	0		28
3[1]	R.C.	–	–	1	–	–	2	2	6	2	—			27	13	4	4	11	0	—			4	11	0		29
3[2]	R.C.	–	–	–	–	–	1	2	10	7	—			16	0	0	5	13	0	–			5	13	0		30
1[3]	R.C.	–	–	1	–	–	2	1	2	9	—			36	10	0	1	12	0	—			1	12	0		31
2[2]	R.C.	–	–	–	–	–	1	—			—			22	0	0	—			—			—				32
2[2]	R.C.	–	–	–	–	–	1	—			—			18	0	0	0	7	6	—			0	7	6		33
2[2]	R.C.	–	–	–	–	–	1	1	7	11	1	10	0	22	0	0	—			15	0	0	[c]15	0	0		34
3[2]	R.C.	–	–	–	–	–	1	1	1	2	—			21	13	4	1	8	8	—			1	8	8		35
Prob.	R.C.	–	–	–	–	–	1	0	16	3	—			10	0	0	2	12	4	—			2	12	4		36
2[2]	R.C.	–	–	–	–	–	1	2	0	11	—			24	0	0	6	4	6	—			6	4	6	v.t.	37
3[2]	R.C.	–	–	–	–	–	1	1	7	10	—			20	13	4	1	7	6	21	13	4	23	0	10	v.t.	38
2[1]	R.C.	1	–	–	1	–	3	9	5	7	—			41	3	4	16	12	6	5	0	0	21	12	6	v.t.	39
3[1]	R.C.	–	–	–	–	–	1	0	10	6	1	10	0	19	0	0	4	15	6	—			4	15	6	v.t.	40
2[1] 2[2]	E.C. E.C.	–	–	–	1	–	3	0	14	8	2	5	0	46	13	4	—			20	0	0	[a]20	0	0		41
Prob.	R.C.	–	–	–	–	–	1	1	12	8	—			11	0	0	8	7	0	—			8	7	0	v.t.	42
2[2]	R.C.	–	–	–	–	–	1	2	7	0	1	17	6	22	0	0	9	10	11	—			9	10	11	v.t.	43
1[3]	R.C.	–	–	–	1	–	2	2	1	2	1	17	6	31	3	4	4	7	6	10	0	0	14	7	6	v.t.	44

[a] House and garden rent free for teacher.

[c] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of	
				31st March, 1855.			30th Sept., 1855.					Principal	
												No.	
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
45	1610	Killea,	Killea, f.	–	84	84	–	91	91	31	35	–	1
46	1705	Kilmarath,	Rossfinch, m.	70	–	70	94	–	94	31	45	1*	–
47	1706	Cloher,	Cloneyharp,	32	19	51	50	37	87	18	22	1	–
48	1769	Toem,	Cappawhite, m.	107	–	107	114	–	114	37	46	1*	–
49	1776	Kilmarath,	Rossfinch, f.	–	55	55	–	80	80	18	38	–	1
50	1780	Toem,	Cappawhite, f.	–	120	120	–	160	160	41	51	–	1
51	1811	Holycross,	Holycross, m.	62	–	62	72	–	72	24	34	1	–
52	1818	Moyaliff,	Clareen,	59	35	94	50	25	75	30	31	1*	–
53	1862	Tipperary,	Tipperary, f.	–	283	283	–	333	333	80	115	–	1*
54	1886	Donohill,	Garryohane, m.	95	–	95	87	–	87	28	45	1	–
55	1887	Do.	Do. f.	1	73	74	2	100	102	28	56	–	1
56	1965	Holycross,	Holycross, f.	–	97	97	–	85	[b]85	30	35	–	1
57	2012	Solloghodmore,	Solloghod, f.	–	104	104	–	92	92	45	45	–	1
58	2015	Ballygriffin,	Knockavilla,	66	45	111	84	49	133	51	50	1	–
59	2076	Cloughprior,	Carney, m.	105	–	105	85	–	85	37	33	1	–
60	2077	Do.	Do. f.	–	109	109	–	100	100	41	34	–	1
61	2133	Roscrea,	Airhill, f.	–	250	250	–	282	282	135	134	–	2
62	2203	Ballyclerihan,	Clerihan, m.	113	–	113	123	–	123	59	65	1*	–
63	2237	Erry,	Dually,	36	24	60	48	37	85	47	35	1*	–
64	2245	Fethard,	Coolmoyne,	63	43	106	71	61	132	45	60	1	–
65	2286	Templerea,	College Hill, m.	125	79	204	196	85	281	30	[b]32	1*	–
66	2297	St. Mary's,	Irishtown, No. 1,	80	–	80	100	–	100	62	54	1	–
67	2325	Loughkeen,	Carrig, temp.	52	54	106	28	31	59	38	21	–	1
68	2390	Peppardstown,	Knockkelly,	32	22	54	40	22	[b]62	19	31	1	–
69	2428	Kilvellane,	Lackamore,	51	42	93	43	46	89	35	43	1*	–
70	2443	Templetuohy,	Templetuohy, m.	60	–	60	63	–	63	31	34	1*	–
71	2444	Do.	Do. f.	–	96	96	–	68	68	36	35	–	1
72	2457	Templemore,	Templemore, m.	162	–	162	183	–	183	76	106	1*	–
73	2458	Do.	Do. f.	–	162	162	–	185	185	70	118	–	1
74	2459	Fethard,	Fethard,	68	23	91	79	22	101	35	43	1*	–
75	2482	Hoar Abbey,	Hoar Abbey,	50	30	80	43	24	67	25	19	1	–
76	2545	Kilmore,	Silvermines, m.	92	–	92	98	–	98	39	47	1*	–
77	2638	Ballyclerihan,	Clerihan, f.	–	98	98	–	110	110	42	[a]56	–	1
78	2670	Ardmoyle,	Nodstown, m.	81	–	81	89	–	89	35	35	1	–
79	2679	Dangan Dargan,	Racecourse,	40	25	65	37	19	56	26	29	1	–
80	2835	Inch,	Inch, m.	81	–	81	84	–	84	37	31	1*	–
81	2836	Do.	Do. f.	–	64	64	–	69	69	30	28	–	1*
82	3019	Shanrahan,	Burncourt, m.	90	–	90	115	–	115	47	64	1	–
83	3020	Do.	Do. f.	–	100	100	–	128	128	47	54	–	1
84	3024	St. Mary's,	Clonmel, Workhouse,	350	253	603	284	180	464	442	393	1	1
85	3142	Tipperary,	Tipperary, Workhouse	279	284	563	227	236	463	403	329	1	1
86	3227	Ballingarry,	Kilcommons, m.	106	–	106	157	–	157	67	80	1*	–
87	3282	Glinkeen,	Garrangreena,	50	64	114	63	81	144	35	40	1	–
88	3325	Killenaule,	Killenaule, m.	145	–	145	161	–	161	70	95	1*	–
89	3327	Ardmoyle,	Nodstown, f.	–	78	78	–	68	68	34	30	–	1
90	3328	Crohane,	Mardyke,	101	61	162	127	79	206	78	131	1*	–
91	3344	Kilmore,	Silvermines, f.	–	69	69	–	73	73	30	36	–	1
92	3348	Cloghjordan,	Cloghjordan, m.	–	–	[d]–	23	23	46	[d]–	32	1*	–
93	3349	Do.	Do. f.	14	36	50	11	26	[b]37	22	22[b]	–	1*
94	3363	St. John Baptist,	Cashel, Workhouse,	212	401	613	200	293	493	493	409	1*	–
95	3367	Durrow,	Annagh,	70	146	216	44	124	168	33	26	1*	–
96	3371	Cloghjordan,	Deerpark, inft.	26	56	82	18	49	67	29	35	–	1
97	3414	Corbally,	Roscrea, Workhouse,	101	146	247	100	140	240	198	178	1	1
98	3445	Shanrahan,	Clogheen, Workhouse,	175	264	439	155	235	390	297	253	1 –	1* 1
99	3486	Glankeen,	Borrisoleigh, f.	–	128	128	–	178	178	56	60	–	1*
100	3519	Nenagh,	Nenagh, Workhouse,	175	301	476	162	243	405	436	399	1*	1
101	3546	Carrick-on-Suir,	Carrick-on-Suir, Wkh.	162	127	289	143	117	260	152	140	1*	1*
102	3558	Templeachally,	Ballina, temp. m.	59	–	59	80	–	80	32	41	1*	–
103	3627	Kilbarron,	Kilbarron,	51	41	92	56	46	102	31	35	1	–
104	3647	Templetuohy,	Thurles, Workhouse,	183	195	378	147	177	[b]324	276	233	1*	1
105	3694	Borrisokane,	Kyle Park, Agrl. m.	59	–	59	63	–	63	30	36	1* 1	–

[a] Residence rent free for Teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of MUNSTER : County of TIPPERARY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.										Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.											
Teachers.								School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Pupils of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1	0	10	8	1	10	0	17	0	0	3	18	9	–	–		3	18	9	V.T.	45
1[3]	R.C.	–	–	–	–	–	1	1	12	5	1	10	0	28	10	0	1	2	6	0	7	6	1	10	0		46
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	19	0	0		—			—			—		V.T.	47
2[2]	R.C.	–	–	–	–	–	1	3	5	0	1	17	6	22	0	0	6	7	6		—		6	7	6		48
3[1]	R.C.	–	–	–	–	–	1	0	18	2	1	10	0	17	0	0	2	2	6		—		2	2	6		49
3[2]	R.C.	–	–	1	–	–	2		—		1	17	6	22	15	0	4	17	0		—		4	17	0		50
Prob.	R.C.	–	–	–	–	–	1	1	14	8		—		11	2	6	2	13	7		—		2	13	7	V.T.	51
2[2]	R.C.	–	–	–	–	–	1		—			—		22	0	0	5	3	8		—		5	3	8		52
1[3]	R.C.	–	1	1	–	–	3		—		3	0	0	45	0	0	17	8	10		—		17	8	10	V.T.	53
Prob.	R.C.	–	–	–	–	–	1		—			—		12	10	0	7	0	5		—		[a]7	0	5	V.T.	54
1[3]	R.C.	–	–	–	–	–	1	1	5	11		—		21	10	0	2	13	6		—		2	13	6	V.T.	55
Prob.	R.C.	–	–	–	–	–	1	0	16	5		—		16	14	2	4	7	10		—		4	7	10		56
2[1]	R.C.	–	–	–	–	–	1	3	1	2	1	17	6		—			—		36	5	0	[c]36	5	0		57
3[2]	R.C.	–	–	–	–	–	1		—			—		21	10	0	5	0	6		—		5	0	6		58
2[2]	R.C.	–	–	–	–	–	1	2	13	0	1	10	0	22	0	0	3	11	6	0	10	0	4	1	6	V.T.	59
2[3]	R.C.	–	–	–	–	–	1	0	14	4	1	10	0	18	0	0	2	9	6		—		2	9	6	V.T.	60
Nuns.	R.C.	–	–	–	–	1	3	1	0	0	2	12	6	35	5	0		—			—			—		B.	61
1[2]	R.C.	–	–	–	1	–	2	1	9	1		—		38	5	0	11	5	0		—		11	5	0		62
2[1]	R.C.	–	–	–	–	–	1	1	8	11		—		24	0	0	6	10	0		—		6	10	0		63
3[1]	R.C.	–	–	–	–	–	1	0	10	0		—		19	0	0	14	16	8		—		14	16	8		64
2[1]	R.C.	–	–	–	–	–	1	1	6	3		—		29	0	0	5	1	7		—		5	1	7		65
3[2]	R.C.	1	–	–	–	–	2		—			—		28	10	0		—		20	0	0	[a]20	0	0		66
3[2]	R.C.	–	–	–	–	–	1	0	10	10		—		12	15	0	3	12	1		—		3	12	1		67
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	15	10	0	7	1	2		—		7	1	2	V.T.	68
3[1]	R.C.	–	–	–	–	–	1		—		1	17	6	19	0	0	3	10	0		—		3	10	0	V.T.	69
3[1]	R.C.	–	–	–	–	–	1	2	6	11		—		19	0	0	4	5	0		—		4	5	0	V.T.	70
2[2]	R.C.	–	–	–	–	–	1		—			—		18	0	0	1	13	6		—		1	13	6	V.T.	71
1[3]	R.C.	1	–	–	–	–	2	5	17	7		—		40	5	0	11	5	10	6	0	0	17	5	10	V.T.	72
1[3]	R.C.	–	1	–	–	–	2	7	18	10	0	19	6	34	13	4	11	11	10	6	0	0	17	11	10	V.T.	73
3[2]	R.C.	–	–	–	–	–	1	1	4	8		—		22	0	0	8	0	0		—		8	0	0		74
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	12	10	0	1	8	10		—		1	8	10		75
2[1]	R.C.	–	–	–	–	–	1	0	12	6		—		24	0	0	2	3	6	0	8	10	2	12	4		76
3[1]	R.C.	–	–	–	–	–	1	1	16	8		—		16	0	0	9	0	0		—		9	0	0		77
3[1]	R.C.	–	–	–	–	–	1	2	2	4	1	10	0	20	0	0	3	13	6		—		3	13	6		78
3[1]	R.C.	–	–	–	–	–	1	0	18	4		—		19	0	0	3	18	8		—		3	18	8		79
2[2]	R.C.	–	–	–	–	–	1	3	4	5	1	10	0	23	0	0	4	11	0		—		4	11	0	V.T.	80
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	3	18	0		—		3	18	0	V.T.	81
2[1]	R.C.	–	–	–	–	–	1	2	11	0	1	17	6	24	0	0	8	19	8		—		8	19	8	V.T.	82
3[1]	R.C.	–	–	–	–	–	1	0	11	8	1	17	6	17	0	0	6	2	8		—		6	2	8	V.T.	83
Pr. 1[2]	R.C.	–	2	–	–	–	4	9	9	7	8	5	0	10	0	0		—			—			—			84
Pr. Pr.	R.C.	–	1	–	–	–	3	5	5	8	5	13	8	11	0	0		—			—			—			85
1[2]	R.C.	–	–	–	–	–	1	2	5	9	1	17	6	34	0	0	10	9	5	4	10	0	14	19	5		86
3[1]	R.C.	–	–	–	–	–	1	3	2	11		—		27	3	4	2	19	6		—		2	19	6	V.T.	87
2[1]	R.C.	1	–	–	1	–	3	3	3	0	2	5	0	30	18	4	17	2	2		—		17	2	2		88
3[1]	R.C.	–	–	–	–	–	1	1	1	0	1	10	0	17	0	0	3	5	5	17	0	0	20	5	5		89
2[2]	R.C.	1	–	–	–	–	2	3	1	6	2	12	6	35	0	10	5	11	0	17	11	0	23	2	0		90
2[2]	R.C.	–	–	–	–	–	1	0	14	6	1	10	0	16	0	0	1	3	0	0	6	6	1	9	6		91
2[1]	Pres.	–	–	–	–	–	1	1	0	3		—		13	15	0	5	19	6	10	0	0	15	19	6		92
3[1]	E.C.	–	–	–	–	–	1		—		1	10	0	11	5	0	7	0	0	7	10	0	14	10	0		93
3[1]	R.C.	1	2	–	–	–	4	7	7	11	16	13	8		—			—			—			—			94
2[1]	R.C.	–	–	–	–	–	1		—			—		20	0	0	1	16	2		—		1	16	2	A.	95
3[2]	E.C.	–	–	–	–	–	1		—		1	10	0	14	15	0		—		3	10	0	3	10	0		96
3[1], 3[1]	R.C.	–	1	–	–	–	3	1	0	2	4	2	6	6	0	0		—			—			—			97
Pr. 2[2] Prob.	R.C.	–	–	–	–	–	3	5	9	1	6	7	6	1	10	0		—			—			—			98
2[1]	R.C.	–	1	1	–	–	3	1	3	7	2	5	0	57	3	4	6	0	0		—		6	0	0		99
3[2], 3[2]	R.C.	1	1	1	–	–	5	8	7	10	7	17	6	12	0	0		—			—			—			100
2[1], 2[2]	R.C.	–	–	–	–	–	2	7	2	0	4	7	0	12	0	0		—			—			—			101
1[3]	R.C.	–	–	–	–	–	1	1	10	9	1	17	6	28	10	0	[d]4	11	6		—		4	11	6		102
Prob.	R.C.	–	–	–	–	–	1	1	1	9	1	10	0	24	2	6	1	14	8		—		1	14	8		103
1[3], 2[1]	R.C.	–	–	–	–	–	2	4	12	11		—			—			—			—			—		V.C.	104
2[1] Agri.	R.C. R.C.	–	–	–	–	–	2	4	16	6	1	8	8	91	3	8		—			—			—			105

[c] House and garden rent free for teacher.

[d] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal	
				31st March, 1855.			30th Sept., 1855.			31st March, 1855.	30th Sept., 1855.	No.	
				Males.	Females.	Total.	Males.	Females.	Total.			Males.	Females.
106	3899	Templenoe,	Grenane,	75	35	114	88	56	144	52	73	1	–
107	3970	Kilcomenty,	Birdhill, f.	–	53	53	–	64	64	25	31	–	1
108	3999	Kilnaneave,	Kilnaneave,	47	32	79	56	41	97	43	53	1*	–
109	4000	Templederry,	Templederry,	63	44	107	58	42	100	46	45	1	–
110	4002	Ballybeacon,	Croagh,	73	57	130	57	47	104	54	45	1	–
111	4003	Twomileborris,	Twomileborris,	52	47	99	30	15	45	45	22	1	–
112	4004	Do.	Littleton,	73	54	127	41	34	75	51	30	1	–
113	4005	Moycarkey,	Moycarkey,	75	51	126	30	20	50	52	20	1	–
114	4066	Kilvellane,	Newport, m.	279	–	279	289	–	289	155	145	1*	–
115	4067	Do.	Do. f.	–	147	147	–	184	184	73	74	–	1*
116	4068	Thurles,	Thurles, f.	–	341	341	–	424	424	206	259	–	3
117	4069	Kilconnell,	Mocklershill,	39	28	67	41	37	78	27	35	1*	–
118	4071	Shronell,	Shronell,	63	52	115	71	66	137	48	69	1	–
119	4072	Graystown,	Graystown,	36	24	60	33	26	59	26	28	1*	–
120	4073	Dangan Dargan,	Dangan,	42	24	66	30	20	50	24	25	1	–
121	4074	Killenaule,	Lanespark,	44	36	80	40	28	68	35	33	1	–
122	4075	Cooleagh,	Moyglass,	52	32	84	76	46	122	33	54	1*	–
123	4130	Borrisokane,	Borrisokane, m.	106	–	106	106	–	106	42	50	1*	–
124	4131	Do.	Do. f.	–	243	243	–	285	285	30	42	–	1
125	4132	Shanrahan,	Clogheen, m.	136	–	136	117	–	117	62	60	1*	–
126	4133	Do.	Do. f.	–	110	110	–	120	120	75	76	–	1*
127	4215	Bruis,	Mount Bruis,	57	42	99	52	38	90	25	55	1	–
128	4221	Borrisokane,	Kyle Park, f.	–	74	74	–	76	[b]76	29	[b]27	–	1
129	4476	Kilnarath,	Tour,	34	22	56	61	33	94	27	43	1	–
130	4512	Thurles,	Thurles, No. 2, f.	–	120	120	–	97	97	41	51	–	1
131	4513	Rahealty,	Rahealty,	52	35	87	46	39	85	59	40	1	–
132	4542	Coleman,	Coleman,	45	34	79	53	40	93	37	49	1	–
133	4562	Templenoe,	Ballyhust,	42	30	72	27	19	46	17	24	1	–
134	4612	Cashel,	Cashel, m. i.	148	–	148	186	–	186	65	85	1	–
135	4620	Relickmurry and Athassel,	Thomastown,	23	37	60	32	52	84	29	49	–	1
136	4703	Brickendown,	Meldrum,	10	19	29	17	32	49	16	15	–	1
137	4722	Magorban,	Silverfort,	45	31	76	38	29	67	29	31	1*	–
138	4879	Upper Church,	Garnakeilka,	28	19	47	29	28	57	20	21	1	–
139	4924	Graystown,	Noan,	174	167	341	199	129	328	74	51	1	–
140	4936	Drom,	Barnane, m.	61	–	61	55	–	55	25	24	1*	–
141	5040	Eglish,	Eglish, m.	79	–	79	80	–	80	29	30	1*	–
142	5041	Do.	Do. f.	–	117	117	–	101	101	31	33	1*	–
143	5044	Killea,	Killoskaheen,	29	21	50	27	30	57	21	25	1	–
144	5057	Drom,	Barnane, f.	–	46	46	–	60	60	22	27	–	1*
145	5094	Donohill,	Mohoragh,	39	35	74	42	31	73	30	30	1	–
146	5110	Thurles,	Thurles, Industrial, f.	–	84	84	–	70	70	79	64	–	–
147	5111	Glenbane,	Glenbane,	34	30	64	30	43	73	22	38	1	–
148	5144	Knockgraffon,	New Inn, m.	81	–	81	73	–	[b]73	26	33	1*	–
149	5196	Relickmurry and Athassel,	Golden,	98	60	158	121	88	209	56	96	1	–
150	5308	Boulick,	Gortnahoe, f.	–	72	72	–	51	51	35	15	–	1
151	5309	Killenaule,	Killenaule, f.	–	116	116	–	162	162	52	93	–	1
152	5340	St. Mary's,	Irishtown, No. 2,	97	–	97	58	–	58	43	43	1*	–
153	5384	Cordangan,	Cordangan,	36	37	73	40	47	87	25	42	1	–
154	5424	Templeachally,	Derrycastle, Mod. Agrl.	26	23	49	24	20	44	25	20	1*	–
												1	–
155	5435	Durrow,	Gurteen, f.	–	47	47	–	59	59	25	26	–	1*
156	5470	Knockgraffon,	New Inn, f.	–	71	71	–	98	98	26	36	–	1
157	5491	Kilcummin,	Kilcummin, f.	–	79	79	–	80	80	21	40	–	1
158	5555	Railstown,	Railstown,	37	33	70	21	27	48	28	23	1*	–
159	5595	Loughkeen,	Riverstown,	63	26	89	68	37	105	44	41	1*	–
160	5596	Templeachally,	Ballina, f.	–	101	101	–	198	198	33	37	–	1
161	5597	Terryglass,	Roran,	48	28	76	29	30	59	30	26	1	–
162	5598	Kilmastulla,	Boher, f.	37	52	89	32	59	91	33	44	–	1
163	5615	Ballybeacon,	Gormanstown Agricultural Model, m.	59	–	59	68	–	68	25	25	1	–
												1	–
164	5633	St. Mary's,	Clonmel D. Mod., m.	99	–	99	105	–	105	86	90	1	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of MUNSTER: County of TIPPERARY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.			Assistants		Workmistresses and Teachers of Embroidery.	Monitors.														Vested or Non-vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1	0	19	0	–			16	0	0	13	17	4	–			13	17	4	v.t.	106
Prob.	R.C.	–	–	–	–	–	1	0	11	2	–			11	0	0	0	15	6	11	0	0	11	15	6	v.t.	107
3[1]	R.C.	–	–	–	–	–	1	2	13	1	1	17	6	19	0	0	7	14	7	–			7	14	7	v.t.	108
2[1]	R.C.	–	–	–	–	–	1	1	7	0	–			24	0	0	8	17	4	–			8	17	4	v.t.	109
3[2]	R.C.	–	–	–	–	–	1	1	10	7	2	5	0	16	0	0	6	14	9	–			6	14	9	v.t.	110
3[2]	R.C.	–	–	–	–	–	1	0	5	8	–			16	0	0	2	16	0	–			2	16	0	v.t.	111
3[1]	R.C.	–	–	–	–	–	1	0	15	10	–			20	10	0	4	8	0	–			4	8	0	v.t.	112
2[2]	R.C.	–	–	–	–	–	1	0	16	9	–			22	0	0	2	1	0	–			2	1	0	v.t.	113
2[2]	R.C.	2	–	–	–	–	3	3	19	0	–			55	10	0	11	0	0	–			11	0	0	v.t.	114
3[1]	R.C.	–	1	–	–	–	2		–		–			26	10	0	5	6	4	–			[a]5	6	4	v.t.	115
Nuns.	R.C.	–	–	–	–	–	3	5	7	5	–			47	10	0	–			–			–				116
2[1]	R.C.	–	–	–	–	–	1	1	14	2	–			25	10	0	3	0	0	–			3	0	0		117
3[1]	R.C.	–	–	–	–	–	1	1	11	6	–			19	0	0	5	13	6	–			5	13	6		118
2[1]	R.C.	–	–	–	–	–	1	0	7	0	–			24	0	0	6	0	0	–			6	0	0		119
3[2]	R.C.	–	–	–	–	–	1	0	12	0	–			14	13	4	2	5	6	–			2	5	6		120
3[1]	R.C.	–	–	–	–	–	1	0	10	0	–			19	0	0	2	3	6	–			2	3	6		121
3[1]	R.C.	–	–	–	–	–	1	1	17	7	–			19	0	0	10	0	0	–			10	0	0		122
3[1]	R.C.	–	–	–	1	–	2	1	18	3	1	10	0	18	0	0	3	11	3	–			3	11	3	v.t.	123
3[2]	R.C.	–	–	–	–	–	1	0	15	9	2	9	6	21	10	0	3	4	5	–			3	4	5	v.t.	124
1[2]	R.C.	1	–	–	–	–	2	1	10	3	1	17	6	46	10	0	10	12	5	0	15	0	11	7	5	v.t.	125
1[2]	R.C.	–	1	–	–	–	2	1	11	1	2	5	0	40	0	0	7	6	3	–			7	6	3	v.t.	126
Prob.	R.C.	–	–	–	–	–	1		–		–			3	10	0	8	10	6	–			8	10	6		127
2[2]	R.C.	–	–	–	–	–	1		–		–			30	7	6	–			–			–			v.c.	128
3[2]	R.C.	–	–	–	1	–	2	1	2	2	–			23	1	8	6	7	0	–			6	7	0	v.t.	129
Nun.	R.C.	–	–	–	–	–	1	0	13	8	1	17	6	11	5	0	–			–			–				130
3[1]	R.C.	–	–	–	–	–	1	1	15	1	1	17	6	20	10	0	10	16	0	–			10	16	0		131
3[1]	R.C.	–	–	–	–	–	1	2	0	5	1	10	0	19	0	0	4	15	6	–			4	15	6		132
Prob.	R.C.	–	–	–	–	–	1		–		–			13	8	4	4	0	0	–			4	0	0	v.c.	133
2[2]	R.C.	1	–	–	–	–	2	1	19	4	2	5	0	35	10	0	–			25	0	0	25	0	0		134
Prob.	R.C.	–	–	–	–	–	1	2	10	3		–		11	16	8	3	10	0	–			3	10	0	v.t.	135
3[1]	R.C.	–	–	–	–	–	1		–		1	10	0	9	8	4	1	3	7	–			1	3	7		136
3[2]	R.C.	–	–	–	–	–	1	0	19	2		–		16	0	0	4	3	0	–			4	3	0		137
Prob.	R.C.	–	–	–	–	–	1	0	17	11		–		12	10	0	3	0	0	–			3	0	0		138
Prob.	R.C.	–	–	–	–	–	1	2	1	11		–		18	13	4	5	18	8	–			5	18	8		139
3[1]	E.C.	–	–	–	–	–	1	0	14	3	1	10	0	19	0	0	–			4	0	0	[a]4	0	0		140
2[2]	R.C.	–	–	–	–	–	1	0	14	7	1	10	0	23	0	0	5	17	0	–			5	17	0	v.c.	141
1[3]	R.C.	–	–	–	–	–	1	1	9	7	1	10	0	19	18	4	4	6	0	–			4	6	0	v.c.	142
Prob.	R.C.	–	–	–	–	–	1	0	12	6		–		5	1	8	0	7	4	–			0	7	4		143
2[2]	R.C.	–	–	–	–	–	1		–			–		18	0	0	–			2	0	0	[a]2	0	0		144
Prob.	R.C.	–	–	–	–	–	1	0	16	6		–		17	0	0	8	0	0	–			8	0	0		145
Prob.	R.C.	–	–	–	–	–	1		–			–		10	0	0	–			–			–				146
3[2]	R.C.	–	–	–	–	–	1	0	10	3		–		16	0	0	2	0	0	–			2	0	0		147
3[1]	R.C.	–	–	–	–	–	1	2	12	1		–		19	0	0	4	6	6	–			4	6	6		148
2[1]	R.C.	1	–	–	–	–	2	1	9	2		–		36	18	4	6	8	5	–			6	8	5		149
3[2]	R.C.	–	–	–	–	–	1	0	11	3		–		14	0	0	2	10	3	–			2	10	3		150
3[1]	R.C.	–	–	–	–	1	2	2	9	7		–		14	6	8	13	15	1	–			[a]13	15	1		151
2[2]	R.C.	–	–	–	–	–	1		–		0	19	6	22	0	0		–		16	0	0	[a]16	0	0		152
Prob.	R.C.	–	–	–	–	–	1	2	4	8		–		12	10	0	6	18	6	–			6	18	6		153
2[3] Agri.	– R.C.	–	–	1	–	–	3	2	0	6	0	14	4	66	12	4	2	6	6	–			[a]2	6	6	v.c.	154
2[2]	R.C.	–	–	–	–	–	1	0	12	3		–		18	0	0	0	18	10	–			0	18	10		155
3[2]	R.C.	–	–	–	–	–	1	0	8	10		–		14	0	0	4	5	2	–			4	5	2		156
2[2]	R.C.	–	–	–	–	–	1	1	4	3		–		21	0	0	5	16	6	–			5	16	6		157
3[1]	R.C.	–	–	–	–	–	1	0	10	0		–		20	8	4	5	10	0	–			5	10	0		158
3[1]	R.C.	–	–	–	–	–	1	1	2	5		–		19	0	0	5	0	0	–			5	0	0		159
3[2]	R.C.	–	–	–	–	–	1	0	9	10		–		14	0	0	2	11	6	–			2	11	6		160
Prob.	R.C.	–	–	–	–	–	1	1	11	11		–		14	13	4	2	12	3	–			2	12	3		161
3[1]	R.C.	–	–	–	–	–	1	0	10	3		–		15	0	0	2	0	0	–			2	0	0		162
1[3] Agri.	R.C. R.C.	–	–	–	–	–	2	1	1	0	11	1	0	67	0	0	4	0	11	–			[a]4	0	11	v.c.	163
1[2]	R.C.	1*	–	–	–	–	2	17	5	11	12	13	11	–			18	0	0	–			[a]18	0	0	v.c.	164

[b] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females.	Total.	Males.	Females	Total.			Males.	Females.
165	5634	St. Mary's,	Clonmel, Dist. Mod. f.	–	78	78	–	83	83	55	76	–	1*
166	5635	Do.	Do., i.	22	20	42	31	38	69	36	58	–	1*
167	5745	Clonmore,	Clonmore,	71	–	71	68	–	68	33	30	1*	–
168	5802	Clonbeg,	Newtown,	102	50	152	96	45	141	43	67	1*	–
169	6033	St. Mary's,	Clonmel Mechanics' Institution—Day,	57	–	57	65	–	65	30	30	1*	–
170	6034	Ballingarry,	Pike, f.	23	28	51	14	18	32	21	27	–	1
171	6188	Killoscully,	Killoscully,	60	35	95	52	35	87	30	45	1	–
172	6245	Do.	Shallee,	79	72	151	100	80	180	69	80	1	–
173	6274	Corbally,	Derrymore,	58	45	103	57	51	108	35	39	1	–
174	6288	Templeteney,	Ballyporeen,	80	59	139	104	102	206	71	84	1*	–
175	6305	St. Mary's,	Clonmel Mechanics' Institute—Evening,	95	–	95	74	–	74	20	16	1*	–
176	6406	Annaghmeadle,	Borrisofarney,	43	41	84	46	40	86	51	41	1*	–
177	6456	Clonoulty,	Clonoulty, f.	–	114	114	–	118	118	56	70	–	1*
178	6478	Monsea,	Carrig,	66	25	91	78	–	78	39	39	1	–
179	6546	Nenagh,	Nenagh, Preparty. m.	207	–	207	160	–	160	120	95	1	–
180	6547	Bourney,	Clonekenny,	79	–	79	76	–	70	39	28	1*	–
181	6548	Kilbarron,	Belview,	58	61	119	47	41	88	46	33	1	–
182	6549	Youghalarra,	Youghalarra,	81	52	133	92	63	[b]155	75	[b]86	1	–
183	6550	Tullohorton,	Castlegrace,	57	24	81	58	35	93	47	45	1	–
184	6551	Emly,	Emly,	105	86	191	119	75	194	67	124	1	–
185	6618	Borrisokane,	Borrisokane, Workh.	78	143	221	61	76	137	91	83	–	1*
186	6658	Knigh,	Kildangan, m.	54	–	54	56	–	56	29	29	1	–
187	6659	Do.	Do. f.	–	71	71	–	74	74	29	28	1	–
188	6660	Crohane,	Crohane,	36	28	64	33	27	60	22	30	1*	–
189	6661	Ballinarague,	Lisduff,	52	36	88	73	62	135	32	56	1	–
190	6662	Bourney,	Clonekenny, f.	–	101	101	–	106	106	33	36	–	1*
191	6697	Ardfinnan,	Ardfinnan,	68	42	110	88	57	145	51	62	1	–
192	6698	Ballynaclough,	Ballynaclough,	63	44	107	61	40	101	33	36	1	–
193	6789	Lisronagh,	Lisronagh,	87	–	87	75	–	75	42	41	1*	–
194	6790	Caher,	Ballingeary,	38	39	77	57	60	117	16	44	1	–
195	6826	Aghnameddle,	Ballinlough,	52	60	112	39	49	88	52	39	1	–
196	6844	Ballybeacon,	Gormanstown, f.	–	62	62	–	91	91	27	30	–	1*
197	6847	Monsea,	Carrig, f.	–	35	35	–	50	50	22	28	–	1
198	6861	Ballingarry,	Kilcommons, f.	–	78	78	–	85	85	50	66	–	1*
199	6867	Carrick-on-Suir,	Carrick-on-Suir, f.	–	405	405	–	505	505	111	187	–	2
200	6874	Kilcash,	Kilcash, f.	–	66	66	–	77	77	31	36	–	1
201	6887	Knockgraffan,	Knockgraffan,	36	29	65	37	33	70	36	39	1	–
202	6917	Lisronagh,	Lisronagh, f.	–	82	82	–	66	66	28	26	–	1
203	6918	Kilgrant,	Powerstown,	43	26	69	73	40	113	34	60	1*	–
204	7047	Ballymarkery,	Ballinree,	90	84	174	73	78	151	69	47	1	–
205	7048	Ballingarry,	Mohober,	67	49	116	77	49	126	52	49	1	–
206	7049	Do.	Copper,	83	71	154	103	86	189	77	93	1	–
207	7088	Kilruane,	Kilruane, m.	65	–	65	59	–	59	57	33	1	–
208	7118	Castletown Arra,	Castletown Arra, m.	74	–	74	102	–	102	53	69	1	–
209	7119	Do.	Do. f.	–	72	72	–	100	100	47	75	–	1
210	7133	Clonmore,	Shannakill,	54	52	106	46	39	85	37	33	1	–
211	7162	Innislonty,	Abbey,	40	26	66	86	60	146	37	69	1	–
212	7196	Clonmore,	Clonmore, f.	–	73	[b]73	–	76	76	44	30	–	1
213	7209	Cullen,	Cullen, f.	–	143	143	–	133	133	42	70	–	1
214	7231	Drangan,	Drangan, m.	–	–	[c]–	166	–	166	–	53	1	–
215	7232	Do.	Do. f.	–	–	[c]–	–	72	72	–	30	–	1
216	7245	Cullen,	Cullen,	142	–	142	128	–	128	69	84	1	–
217	7254	Athassell and Killickmurray,	Lagganstown,	–	–	[c]–	55	32	[b]87	–	43	1	–
218	7258	Newcastle,	Newcastle,	–	–	[c]–	41	43	84	–	40	1	–
219	7278	Rathlynan,	Curraghpoor,	–	–	[c]–	52	44	[b]96	–	[b]59	1	–
220	7291	Ballingarry,	Boulakeale,	–	–	–	–	–	[d]–	–	[d]–	1*	–
221	7302	Moyne,	Kilemakill,	–	–	–	–	–	[d]–	–	[d]–	1	–
			Total in Tipperary,	12,853	12,510	25,363	13,465	13,187	26,652	12,042	13,220	162	74

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of MUNSTER: County of TIPPERARY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.					Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants.		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.		Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
–	R.C.	–	–	–	–	7	8		—		10	0	0	—			12	0	0	—			[a]12	0	0	v.c.	165
–	E.C.	–	–	–	–	–	1		—		3	6	0	—			7	0	0	—			7	0	0	v.c.	166
3[2]	R.C.	–	–	–	–	–	1	2	5	8	1	17	6	16	0	0	4	10	6	—			[a]4	10	6		167
2[2]	R.C.	–	–	–	1	–	2	1	18	9	2	5	0	21	3	4	12	0	0	—			[a]12	0	0		168
1[3]	R.C.	–	–	–	–	–	1	3	5	4		—		28	10	0	7	18	4	—			7	18	4		169
3[2]	R.C.	–	–	–	–	–	1		—			—		15	0	0	0	15	7	—			0	15	7		170
3[2]	R.C.	–	–	–	–	–	1	0	12	5		—		16	0	0	2	9	0	—			2	9	0		171
3[2]	R.C.	–	–	–	–	–	2	1	14	8		—		27	6	8	5	10	0	6	0	0	11	10	0		172
3[2]	R.C.	–	–	–	–	–	1	2	1	0		—		16	0	0	5	4	0	—			5	4	0		173
2[2]	R.C.	–	–	–	–	–	1	1	5	3		—		22	0	0	12	0	0	—			12	0	0		174
1[3]	R.C.	–	–	–	–	–	1	2	6	6		—		20	0	0	7	13	8	—			7	13	8		175
3[2]	R.C.	–	–	1	–	–	2	0	10	8		—		18	13	4	2	16	8	—			[a]2	16	8		176
2[2]	R.C.	–	–	–	–	1	2	1	0	1	1	17	6	21	16	8	3	15	0	2	5	0	6	0	0		177
3[2]	R.C.	–	–	–	–	–	1	1	1	0	1	10	0	23	0	0	3	2	6	—			[a]3	2	6		178
3[1]	R.C.	–	–	–	1	–	3		—		3	0	0	37	16	8	32	10	0	—			32	10	0		179
3[2]	R.C.	–	–	–	–	–	1	1	0	3	1	10	0	21	13	4	2	0	0	—			2	0	0		180
Prob.	R.C.	–	–	–	–	–	1	0	8	9	1	10	0	12	10	0	2	10	0	—			2	10	0		181
3[2]	R.C.	–	–	–	–	–	1	0	5	10	2	5	0	12	10	0	3	0	0	—			3	0	0		182
3[2]	R.C.	–	–	–	–	–	1	1	9	6		—		16	0	0	6	18	0	—			6	18	0		183
3[2]	R.C.	–	–	–	–	–	1	2	10	6	3	0	0	34	10	0	12	16	0	—			12	16	0		184
2[1]	R.C.	–	–	–	–	–	1	2	14	10	3	0	0	—			—			—			—				185
3[2]	R.C.	–	–	–	–	–	1	2	4	2	1	10	0	16	0	0	1	16	0	—			1	16	0		186
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	2	12	7	—			2	12	7		187
2[2]	R.C.	–	–	–	–	–	1	1	5	0	1	10	0	25	0	0	5	3	2	—			5	3	2		188
3[2]	R.C.	–	–	–	–	–	1	1	2	3	1	10	0	16	0	0	5	3	0	—			5	3	0		189
3[1]	R.C.	–	–	–	–	–	1	0	12	0	2	9	6	16	0	0	3	0	0	—			3	0	0		190
3[2]	R.C.	–	–	–	–	–	1	1	3	10	2	5	0	16	0	0	6	13	10	—			6	13	10		191
3[2]	R.C.	–	–	–	–	–	1	1	4	6		—		12	10	0	1	7	0	—			1	7	0		192
3[1]	R.C.	–	–	–	–	–	1	2	19	4		—		19	0	0	15	10	4	—			15	10	4		193
Prob.	R.C.	–	–	–	–	–	1	1	1	8		—		9	10	0	3	14	4	—			3	14	4		194
Prob.	R.C.	–	–	1	–	–	2	0	13	3		—		20	15	0	2	18	0	—			2	18	0		195
2[1]	R.C.	–	–	–	–	–	1		—			—		35	0	0	4	15	5	—			4	15	5	v.c.	196
3[1]	R.C.	–	–	–	–	–	1	0	12	3		—		8	10	0	1	18	0	—			1	18	0		197
2[2]	R.C.	–	–	–	–	–	1	1	17	0		—		20	0	0	8	19	7	3	13	0	[a]12	12	7		198
Nuns.	R.C.	–	–	–	–	–	2	3	5	5		—		32	10	0		—		—			—				199
3[1]	R.C.	–	–	–	–	–	1	1	10	11		—		21	16	8	4	0	0	—			[a]4	0	0	v.c.	200
3[2]	R.C.	–	–	–	–	–	1	1	7	0		—		20	0	0	5	18	2	—			5	18	2		201
2[2]	R.C.	–	–	–	–	–	1		—			—		18	0	0	3	19	10	—			3	19	10		202
2[2]	R.C.	–	–	–	–	–	1	1	15	3	0	19	6	22	0	0	12	11	4	—			12	11	4		203
Prob.	R.C.	–	–	1	–	–	2	1	14	1		—		22	11	8	2	14	10	—			2	14	10		204
2[1]	R.C.	–	–	–	–	–	1	4	1	4		—		21	5	0	12	19	6	—			12	19	6		205
3[1]	R.C.	–	–	–	–	–	1	5	4	8		—		12	10	0	14	3	6	—			14	3	6		206
3[1]	R.C.	–	–	–	–	–	1	1	1	9		—		15	10	0	3	10	0	—			3	10	0		207
3[2]	R.C.	–	–	–	–	–	1	2	8	1		—		12	10	0	6	13	11	—			6	13	11		208
Prob.	R.C.	–	–	–	–	–	1	1	9	9		—		11	0	0	5	9	2	—			5	9	2		209
Prob.	R.C.	–	–	–	–	–	1	1	14	8		—		13	8	4	2	14	7	—			2	14	7		210
3[2]	R.C.	–	–	–	–	–	1	1	5	7		—		14	6	8	9	11	8	—			9	11	8		211
Prob.	R.C.	–	–	–	–	–	1		—		5	0	0	11	16	8	3	2	6	—			[a]3	2	6		212
Prob.	R.C.	–	–	–	–	–	1	2	5	0	5	0	0	6	16	8	7	13	10	—			7	13	10		213
3[2]	R.C.	–	–	–	1	–	2	2	16	0	5	0	0	7	8	4	6	0	0	—			6	0	0		214
3[1]	R.C.	–	–	–	–	–	1		—		5	0	0	6	0	0	5	13	4	—			5	13	4		215
Prob.	R.C.	–	–	–	–	–	1	2	5	11	6	0	0	7	18	4	9	10	6	—			9	10	6		216
Prob.	R.C.	–	–	–	–	–	1	0	15	9	4	0	0	2	11	8	2	12	7	—			2	12	7		217
Prob.	R.C.	–	–	–	–	–	1		—		4	10	0	2	6	8	4	0	0	—			4	0	0		218
Prob.	R.C.	–	–	–	–	–	1		—		5	0	0	1	3	4	4	10	0	—			4	10	0		219
1[3]	R.C.	–	–	–	–	–	1	0	15	11	4	10	0	—			—			—			—				220
Prob.	R.C.	–	–	–	–	–	1		—		5	0	0	—			—			—			—				221
–	–	19	12	15	16	12	310	363	4	0	269	0	9	4,597	2	8	1,120	4	4	349	10	2	1,469	14	6		

[a] Not brought into operation until after this date.

[d] Not taken in connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
1	619	Ballygunner,	Ballygunner, m.	151	–	151	137	–	137	64	75	1*	–
2	622	Corbally,	Summerville, f.	–	80	80	–	87	87	42	39	–	1*
3	630	Rigmeadan,	Kill, m.	98	–	98	83	–	83	50	52	1	–
4	632	Lismore,	Lismore, m.	166	–	166	147	–	147	85	75	1*	–
5	633	Do.	Do. f.	–	75	75	–	60	60	44	43	–	1*
6	634	Lisnakill,	Butlerstown, m.	69	–	69	78	–	78	32	45	1*	–
7	636	Rossmire,	Newtown, m.	72	–	72	96	–	96	32	49	1*	–
8	637	Affane,	Cappoquin,[b]	–	–	–	–	–	–	–	–	–	–
9	646	Trinity,	St. Patrick's, f.	–	50	50	–	67	67	40	44	–	1*
10	1136	Rossmire,	Newtown, f.	–	79	79	–	124	124	30	51	–	1
11	1179	Tallow,	Glencairn,	–	–	[c]–	42	36	78	–	50	1	–
12	1207	Ballyduff,	Ballyduff, No. 1,	49	–	49	60	–	60	21	25	1	–
13	1286	Corbally,	Summerville, m.	111	–	111	102	–	102	67	59	1*	–
14	1288	Tallow,	Tallow, m.	139	–	139	180	–	180	74	94	1*	–
15	1289	Do.	Do. f.	–	496	496	–	480	480	327	327	–	4
16	1395	Aglish,	Aglish, m.	75	–	75	58	–	58	27	29	1	–
17	1577	Kilronan,	Russelstown,	36	34	70	37	30	67	29	25	1	–
18	1578	Monksland,	Knockmahon, m.	143	–	143	143	–	143	71	71	1*	–
19	1708	Kilmeadon,	Ballyduff, No. 2,	101	–	101	150	–	150	31	61	1*	–
20	1710	Lismore,	Gloungarragh, m.	91	–	91	97	–	97	40	55	1*	–
21	1711	Kilrossenty,	Kilrossenty,	44	–	44	59	–	59	16	33	1*	–
22	1767	Stradbally,	Stradbally, m.	145	–	145	156	–	156	65	80	1*	–
23	1777	Kilmeadon,	Ballyduff, f.	–	70	70	–	71	71	43	40	–	1
24	1778	Kilrossenty,	Kilrossenty, f.	–	74	74	–	70	70	22	40	–	1
25	1779	Stradbally,	Stradbally, f.	–	95	95	–	143	143	29	51	–	1
26	1794	Duncannon,	Tramore, m.	263	–	263	185	–	185	100	110	1	–
27	1826	Do	Do. f.	–	243	243	–	265	265	141	131	–	1*
28	1830	Ringagonaha,	Mullinahorna, m.	92	–	92	101	–	101	40	51	1	–
29	1857	Mothel,	Clonea,	53	32	85	84	69	153	49	80	1*	–
30	1927	Ballylaneen,	Bonmahon, m.	83	–	83	94	–	94	40	60	1*	–
31	1936	Lismore, East,	Cappoquin, No. 2, m.	210	–	210	194	–	194	100	100	1	–
32	1955	Do.	Tourine,	40	39	79	53	43	96	47	44	1*	–
33	2029	Dungarvan,	Garrynageragh,	81	54	135	77	42	119	44	64	1*	–
34	2214	Stradbally,	Faha,	64	37	101	56	47	103	39	50	1*	–
35	2337	Ringagonaha,	Mullinahorna, f.	–	103	103	–	101	101	24	41	–	1
36	2718	Templemichael,	Glendine,	41	38	79	64	46	110	40	49	1*	–
37	2761	Ballylaneen,	Ballylaneen,	67	43	110	71	47	118	49	69	1*	–
38	2889	Clashmore,	Clashmore,	93	61	154	111	72	183	70	98	1*	–
39	3228	Lismore, East,	Cappoquin, No. 2, f.	–	249	249	–	276	276	153	138	–	1
40	3418	Lismore,	Lismore, Workhouse,	175	221	396	161	229	390	297	292	1	–
												–	1*
41	3490	Tallow,	Kilcalf,[b] m.	–	–	–	–	–	–	–	–	–	–
42	3491	Do.	Do. f.	19	20	39	20	29	49	13	25	–	1
43	3549	Whitechurch,	Whitechurch, m.	72	–	72	89	–	89	37	47	1*	–
44	3550	Do.	Do. f.	–	68	68	–	85	85	35	42	–	1*
45	3727	Ballyduff,	Ballyduff, No. 3, m.	30	38	68	30	38	[d]68	40	[d]40	1	–
46	3758	Whitechurch,	Ballintaylor, m.	60	–	60	67	–	67	30	39	1*	–
47	3766	Kilcogin,	Knockanore, m.	53	–	53	76	–	76	22	33	1*	–
48	3826	St. John's,	Waterford, Workh.	318	305	623	287	294	581	403	400	1	–
												–	1
49	3849	Lismore,	Gloungarragh, f.	–	98	98	–	96	96	45	48	–	1*
50	3858	Ardmore,	Ardmore, m.	99	–	99	142	–	142	49	69	1*	–
51	4076	Whitechurch,	Ballintaylor, f.	–	60	[d]60	–	51	[d]51	[d]30	[d]27	–	1
52	4134	Kilgobnet,	Coolnasmear, m.	57	–	57	68	–	68	26	35	1	–
53	4135	Do.	Do. f.	–	54	54	–	56	56	21	35	–	1*
54	4136	Rathgormack,	Coolnahorna, m.	49	–	49	54	–	54	20	21	1	–
55	4137	Do.	Do. f.	–	46	46	–	36	36	20	15	–	1
56	4180	Dungarvan,	Dungarvan, Workh.	164	177	341	150	151	301	239	235	1*	2*
57	4318	Tallow,	Ballyduff, f.	–	49	49	–	49	49	18	23	–	1
58	4365	Lismore,	Araglin,	45	33	78	46	38	84	40	30	1	–

[a] Residence rent free for teacher.

[b] Temporarily closed.

in operation on the 31st December, 1855.—Province of MUNSTER.

WATERFORD—101 Schools.

Teachers, Assistants, Workmistresses, and Monitors.									Aid granted during the Year ending the 31st December, 1855.									Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.									School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c			School Fees.			Subscriptions.			Total Amount of Local Contributions				
Class.	Religion.	Assistants. Males.	Assistants. Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	–	1	–	2		3	5	0	–	–		29	6	8	3	1	2	8	0	0	[a]11	1	2		1
1[3]	R.C.	–	–	–	–	–	1		1	8	3	–	–		21	10	0	6	3	7	5	0	0	[a]11	3	7		2
2[2]	R.C.	–	–	–	1	–	2		0	18	9	–	–		26	6	8	6	12	3	–			6	12	3		3
3[1]	R.C.	–	–	–	1	–	2		2	1	4	0	19	6	39	0	8	7	2	6	18	0	0	25	2	6		4
2[2]	R.C.	–	–	–	1	2			1	6	10	1	10	0	29	10	0	–			18	0	0	[a]18	0	0		5
1[3]	R.C.	–	–	–	–	–	1		3	0	4	–	–		31	10	0	8	1	0	–			[a]8	1	0		6
1[2]	R.C.	–	–	–	1	–	2		0	19	5	–	–		39	0	0	8	0	0	–			8	0	6		7
–	–	–	–	–	–	–	–		–	–		–	–		–	–		–	–		–	–		–	–		V.T.	8
1[2]	R.C.	–	1	–	–	–	2		–	–		2	5	0	37	0	0	–	–		–	–		–	–			9
2[2]	R.C.	–	–	–	–	–	1		1	10	1	–	–		18	0	0	4	0	0	–	–		[a]4	0	0		10
2[2]	R.C.	–	–	–	–	–	1		–	–		–	–		10	0	0	4	9	0	–	–		[a]4	9	0		11
2[3]	R.C.	–	–	–	–	–	1		1	12	0	–	–		27	0	0	1	5	0	10	0	0	[a]11	5	0	V.T.	12
2[2]	R.C.	1	–	–	1	–	2		2	5	9	–	–		26	8	4	6	2	0	5	0	0	11	2	0	V.T.	13
1[3]	R.C.	1	–	–	1	–	3		3	0	8	–	–		47	10	0	8	11	6	7	0	0	15	11	6	A.	14
Nuns.	R.C.	–	–	–	–	–	4		1	10	3	–	–		75	5	0	2	4	6	–			2	4	6	A.	15
Prob.	R.C.	–	–	–	–	–	1		1	9	3	1	17	6	18	0	0	4	13	10	–			4	13	10	A.	16
Prob.	R.C.	–	–	–	–	–	1		3	11	3	1	10	0	15	1	8	–	–		–			–	–			17
1[1]	R.C.	–	–	–	1	–	2		1	18	11	–	–		47	18	4	6	10	0	20	0	0	26	10	6		18
2[1]	R.C.	–	–	–	–	–	1		0	19	9	2	17	0	24	0	0	11	4	0	–			11	4	6	B.	19
1[2]	R.C.	–	–	–	–	–	1		4	8	10	–	–		49	0	0	5	11	7	13	0	0	[a]18	11	7	V.T.	20
2[2]	R.C.	–	–	–	–	–	1		–	–		1	10	0	21	12	6	3	5	0	–			3	5	0	V.T.	21
1[1]	R.C.	1	–	–	–	–	2		2	19	8	2	5	0	54	6	8	7	7	4	10	0	0	17	7	4		22
3[2]	R.C.	–	–	–	–	–	1		–	–		1	17	6	15	0	0	3	9	2	–			3	9	2	B.	23
Prob.	R.C.	–	–	–	–	–	1		1	3	0	1	10	0	14	5	0	4	4	0	–			4	4	0	V.T.	24
3[1]	R.C.	–	–	–	–	–	1		1	5	8	1	10	0	16	0	0	0	18	3	8	0	0	8	18	3		25
2[2]	R.C.	1	–	–	–	–	2		2	7	3	2	5	0	39	0	0	8	3	4	10	0	0	18	3	4		26
1[1]	R.C.	–	1	1	–	1	4		1	0	3	2	5	0	63	0	0	9	0	4	–	–		9	0	4		27
3[2]	R.C.	–	–	–	–	–	1		–	–		–	–		12	5	0	3	10	6	–			3	10	6	A.	28
3[2]	R.C.	–	–	–	–	–	1		1	16	5	–	–		14	11	8	2	13	7	–			[a]2	13	7		29
3[1]	R.C.	–	–	–	–	–	1		1	16	3	–	–		19	0	0	5	14	6	–			5	14	6		30
1[3]	R.C.	–	–	–	–	–	1		2	12	6	0	19	6	30	6	8	4	14	3	10	0	0	14	14	3		31
2[2]	R.C.	–	–	1	1	–	3		1	7	3	–	–		42	3	4	8	0	0	10	0	0	[a]18	0	0		32
2[1]	R.C.	–	–	–	–	–	1		1	14	7	2	5	6	24	0	0	15	19	1	–			15	19	1		33
3[1]	R.C.	–	–	–	–	–	1		1	1	3	–	–		19	0	0	12	11	2	1	0	0	13	11	2		34
Prob.	R.C.	–	–	–	–	–	1		1	9	8	–	–		11	0	0	4	4	1	–			4	4	4	A.	35
3[1]	R.C.	–	–	–	–	–	1		–	–		–	–		16	10	10	2	0	0	–			[a]2	0	0		36
2[1]	R.C.	–	–	–	1	–	2		1	0	8	–	–		45	11	8	7	5	0	–			7	5	0		37
1[1]	R.C.	1	–	–	1	–	3		2	3	5	3	0	0	58	16	8	6	14	0	8	2	0	[a]14	16	0		38
Nuns.	R.C.	–	–	1	–	1	3		–	–		–	–		38	10	0	–	–		10	0	0	10	0	0		39
Prob.	R.C.	–	1*	–	–	–	3		0	16	8	6	7	6	13	0	0	–	–		–	–		–	–			40
3[1]	R.C.																											
–	–	–	–	–	–	–	–		–	–		–	–		–	–		–	–		–	–		–	–		A.	41
2[2]	R.C.	–	–	–	–	–	1		–	–		1	10	0	19	0	0	0	9	9	–	–		0	9	9	A.	42
3[1]	R.C.	–	–	–	–	–	1		0	16	5	1	17	6	28	10	0	3	8	6	–	–		3	8	6	V.T.	43
2[1]	R.C.	–	–	–	–	–	1		1	17	2	1	10	0	19	10	0	6	8	7	–	–		6	8	7	V.T.	44
Prob.	R.C.	–	–	1	–	–	2		0	12	5	1	17	6	30	15	0	–	–		–	–		–	–			45
2[2]	R.C.	–	–	–	–	–	1		0	10	3	–	–		22	0	0	3	5	0	6	0	0	[a]9	5	0		46
2[2]	R.C.	–	–	–	–	–	1		0	10	9	–	–		22	0	0	2	10	0	–	–		[a]2	10	0		47
Prob.	R.C.	1*	2	–	–	–	5		16	9	9	–	–		–	–		–	–		–	–		–	–			48
Prob.	R.C.																											
1[2]	R.C.	–	–	–	–	–	1		4	19	6	–	–		29	0	0	2	11	4	12	0	0	[a]14	11	4	V.T.	49
1[3]	R.C.	–	–	–	1	–	2		0	12	6	–	–		30	10	0	9	0	0	5	0	0	14	0	6		50
1[3]	R.C.	–	–	–	–	–	1		0	11	10	–	–		21	10	0	3	0	0	4	0	0	[a]7	0	6		51
3[1]	R.C.	–	–	–	–	–	1		1	15	6	–	–		19	0	0	6	15	6	3	0	0	[a]9	15	6	V.T.	52
3[1]	R.C.	–	–	–	–	–	1		0	10	1	–	–		16	0	0	1	3	2	2	0	0	[a]3	3	2	V.T.	53
3[2]	R.C.	–	–	–	–	–	1		0	10	11	1	10	0	14	11	8	3	15	6	–			3	15	6	V.T.	54
3[1]	R.C.	–	–	–	–	–	1		–	–		1	10	0	16	0	0	2	10	0	–			2	10	0	V.T.	55
2[2]	R.C.	–	–	–	–	–	3		5	13	6	–	–		13	0	0	–	–		–	–		–	–			56
3[2]	R.C.	–	–	–	–	–	1		–	–		1	10	0	17	5	0	1	10	0	–	–		1	10	0		57
Prob.	R.C.	–	–	–	–	–	1		0	16	3	1	10	0	12	10	0	–	–		–	–		–	–			58

[e] Closed this half-year.

[d] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
59	4514	Lismore, . .	Lismore, No. 2, f.	–	303	303	–	316	316	175	137	–	2
60	4613	Kilgobnet, .	Garranbane, m.	74	–	74	74	–	[a]74	34	[a]34	1	–
61	4614	Dungarvan, .	Mount Odel, . .	30	29	59	37	40	77	36	43	1*	–
62	4638	Islandikane, .	Dunhill, m.	74	–	74	83	–	83	26	50	1*	–
63	4639	Do. . .	Do. f.	–	59	59	–	90	90	20	42	–	1*
64	4690	Rathgormack, .	Rathgormack, temp.	69	–	69	77	–	77	26	36	1	–
65	4866	Kilronan, . .	Bennet's Church, .	66	44	110	71	43	114	60	56	1	–
66	4868	Islandikane, .	Fenor, m.	38	–	38	70	–	70	21	35	1	–
67	4869	Do. . .	Do. f.	–	65	65	–	73	73	27	35	–	1*
68	4880	Kilgobnet, .	Garranbane,[c] f.	–	–	–	–	–	–	–	–	–	1*
69	4901	Kill, St. Nicholas,	Passage, East, m.	105	–	105	110	–	110	38	55	1	–
70	4937	Kilcogin, . .	Knockanore, f.	–	70	70	–	62	62	24	30	–	1
71	4969	Inislounght, .	Irishtown, f.	–	324	324	–	366	366	111	171	–	1
72	5095	Ardmore, . .	Ardmore, f.	–	120	120	–	135	135	52	70	–	1
73	5197	Ballygunner, .	Ballygunner, f.	–	68	68	–	117	117	41	54	–	1
74	5233	Grange, . .	Grange, . . .	58	41	99	88	74	162	44	86	1*	–
75	5385	Kilwatermoy, .	Kilwatermoy, m.	51	–	51	72	–	[a]72	24	[a]38	1	–
76	5548	Ardmore, East, .	Ballymacart, m.	103	–	103	120	–	120	46	69	1*	–
77	5556	Monksland, .	Knockmahon, f.	–	128	128	–	140	140	56	70	–	1
78	5682	Dysert, . .	Windgap, m.	63	–	63	82	–	82	31	48	1*	–
79	5683	Do. . .	Do. f.	–	53	53	–	57	57	24	35	–	1*
80	5911	Kilwatermoy, .	Kilwatermoy, f.	–	33	33	–	47	47	15	21	–	1
81	6056	Kinsalabeg, .	Piltown, temp.	90	82	172	94	89	183	46	53	1	–
82	6279	Aglish, . .	Mount Stuart, . .	65	38	103	26	29	55	29	23	1	–
83	6371	Rathgormack, .	Rathgormack, f.	–	94	94	–	109	109	30	60	–	1*
84	6388	Ardmore, East, .	Ballymacart, f.	–	75	75	–	98	98	44	59	–	1*
85	6479	Kilronan, . .	Newtown, . .	35	36	71	35	36	[a]71	35	[a]34	1	–
86	6606	Killea, . .	Passage East, f.	–	100	100	–	84	84	51	53	–	1*
87	6735	Aglish, . .	Aglish, f.	–	67	67	–	83	83	23	43	–	1*
88	6745	Rossmire, .	Kilmacthomas, Wkh.	50	67	117	43	52	[a]95	73	[a]70	–	1*
89	6799	Ballymeadan, .	Kill, f.	–	100	100	–	93	93	30	39	–	1
90	6827	Butlerstown, .	Butlerstown, f.	–	68	68	–	85	85	30	40	–	1*
91	6828	Ballylaneen, .	Bonmahon, f.	–	85	85	–	90	90	31	50	–	1
92	6905	Carrickbeg, .	Carrickbeg, . .	104	–	104	138	–	138	49	68	1*	–
93	6974	St. John's, .	Waterford, D. Mod.	m.	–	–	[d]–	68	–	68	[d]–	51	1	–
94	6975	Do. . .	Do. f.	–	–	[d]–	–	32	32	[d]–	25	–	1
95	6976	Do. . .	Do. i.	–	–	[d]–	19	16	35	[d]–	25	–	1
96	6977	Do. . .	Do. maritime,	–	–	–	–	–	–	[d]–	[d]–	–	–
97	7210	Carrickbeg, .	Carrickbeg, f.	–	77	77	–	107	107	49	34	–	1*
98	7225	Clonegan, .	Mayfield, m.	–	–	[e]–	212	–	212	[e]–	103	1*	–
99	7226	Do. . .	Do. f.	–	–	[e]–	–	97	97	[e]–	72	–	1*
100	7311	Lismore and Mocollogh, .	Mt. Melleray, f.	–	–	–	–	–	[e]–	–	[e]–	–	1
101	7314	Do. . .	Waterford, Mechanics' Institute, . .	–	–	–	–	–	[e]–	–	[e]–	1	–
			Total in Waterford,	4,923	5,556	10,479	5,523	6,090	11,613	5,196	6,239	56	50

[a] Taken from Inspector's report. [b] Residence rent free for teacher. [c] Temporarily closed.

on the 31st December, 1855.—Province of MUNSTER: County of WATERFORD—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Nuns.	R.C.	–	–	1	–	1	4	1	0	0	3	15	0	61	0	0	—			—			—				59
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	8	6	8	6	0	0	—			6	0	0		60
1[2]	R.C.	–	–	–	–	–	1	1	6	0	1	10	0	24	0	0	1	9	8	12	12	0	14	1	8		61
3[1]	R.C.	–	–	–	–	–	1	1	3	0	1	17	6	19	0	0	6	15	11	—			6	15	11		62
3[1]	R.C.	–	–	–	–	–	1	1	0	9	1	10	0	15	15	10	5	0	0	—			5	0	0		63
2[1]	R.C.	–	–	–	1	–	2	1	9	6	1	17	6	27	15	0	8	3	4	—			8	3	4		64
3[1]	R.C.	–	–	–	–	–	1	2	11	6	1	17	0	20	0	0	13	1	2	—			13	1	2		65
Prob.	R.C.	–	–	–	–	–	1	1	16	7	1	10	0	12	10	0	3	14	3	—			3	14	3		66
3[1]	R.C.	–	–	–	–	–	1	0	7	8	1	10	0	17	10	0	6	10	0	—			[b]6	10	0		67
2[1]	R.C.	–	–	–	–	–	1	—			—			5	13	4	—			—			—				68
2[1]	R.C.	–	–	–	–	–	1	0	15	0	—			24	0	0	8	0	0	—			8	0	0		69
3[2]	R.C.	–	–	–	–	–	1	0	11	5	1	10	0	14	0	0	2	15	0	—			[b]2	15	0		70
Nuns.	R.C.	–	–	–	–	–	1	1	15	4	—			28	15	0	—			—			—				71
3[2]	R.C.	–	–	–	–	–	1	2	2	7	—			14	0	0	4	0	0	5	0	0	9	0	0		72
3[1]	R.C.	–	–	–	–	–	1	1	7	6	—			20	0	0	2	10	0	8	0	0	[b]10	10	0		73
1[2]	R.C.	1	–	1	–	–	3	1	10	3	—			53	11	8	3	14	6	8	0	0	[b]11	14	6		74
Prob.	R.C.	–	–	–	–	–	1	0	13	7	—			12	1	8	0	19	1	—			0	19	1		75
3[1]	R.C.		–	–	–	–	1	0	13	9	—			19	0	0	10	0	0	—			[b]10	0	0		76
3[1]	R.C.	–	–	–	–	–	1	0	19	0	—			16	0	0	2	12	10	—			2	12	10		77
3[2]	R.C.	–	–	–	–	–	1	1	0	4	1	10	0	17	5	0	9	6	2	17	0	0	26	6	2		78
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	16	13	4	2	15	3	15	0	0	17	15	3		79
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	12	10	0	1	9	8	—			1	9	8		80
3[1]	R.C.	–	–	–	–	–	1	1	17	2	—			12	10	0	4	10	3	—			4	10	3		81
3[2]	R.C.	–	–	–	–	–	1	0	7	5	—			7	10	0	1	7	5	—			[b]1	7	5	v.c.	82
1[2]	R.C.	–	–	–	–	–	1	2	7	7	—			24	5	0	8	16	10	—			8	16	10		83
3[2]	R.C.	–	–	–	–	–	1	2	7	6	—			14	0	0	10	0	0	—			[b]10	0	0		84
3[2]	R.C.	–	–	–	–	–	1	1	3	11	1	10	0	18	6	8	5	15	4	—			5	15	4		85
1[3]	R.C.	–	–	–	–	–	1	0	11	8	1	17	6	23	0	0	4	18	0	—			4	18	0		86
2[1]	R.C.	–	–	–	–	–	1	0	10	3	—			20	0	0	—			—			—			A.	87
3[1]	R.C.	–	–	–	–	–	1	4	3	8	—			6	0	0	—			—			—				88
3[2]	R.C.	–	–	–	–	–	1	1	11	5	—			12	0	10	4	7	4	—			4	7	4		89
2[1]	R.C.	–	–	–	–	–	1	0	12	0	—			22	10	0	4	14	11	—			4	14	11		90
3[1]	R.C.	–	–	–	–	–	1	1	4	11	—			16	0	0	2	19	11	—			2	19	11		91
1[3]	R.C.	–	–	–	–	–	1	3	2	9	—			25	3	4	7	16	8	—			[b]7	16	8		92
–	R.C.	1	–	–	2	–	4	24	12	8	29	17	0	—			—			—			—			v.c.	93
–	E.C.	–	–	–	–	} 8	10	—			20	19	0	—			—			—			—			v.c.	94
–	R.C.	–	–	–	–			—			8	1	8	—			—			—			—			v.c.	95
–	–	–	–	–	–	–	–	—			—			—			—			—			—			v.c.	96
2[1]	R.C.	–	–	–	–	–	1	0	7	2	4	10	0	12	8	4	5	3	2	—			[b]5	3	2		97
2[1]	R.C.	–	–	–	–	–	1	8	0	0	5	0	0	10	16	8	12	6	6	—			12	6	6		98
1[1]	R.C.	–	1	–	–	–	2	5	0	0	5	0	0	18	0	0	13	2	8	—			13	2	8		99
Prob.	R.C.	–	–	–	–	–	1		—			—			—			—			—				—			100
Prob.	R.C.	–	–	–	–	–	1		—		4	0	0		—			—			—				—			101
–	–	7	6	6	14	12	151	177	15	5	153	1	2	2,202	7	4	442	3	5	268	14	0	710	17	5		101

[d] Not brought into operation until after this date.

[e] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four

SUMMARY in Counties, of 1,270 Schools

Counties.	No. of Schools.	Number of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Teachers, tresses,			
		31st March, 1855.			30th September, 1855.					Principal Teachers.		Assistants.	
		Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females.	Males.	Females.
Clare, . .	160	9,782	8,237	18,019	10,364	9,327	19,691	8,719	9,957	98	55	14	6
Cork, . .	461	25,876	27,793	53,669	30,428	31,766	62,194	22,520	30,953	302	213	42	24
Kerry, . .	176	9,355	10,365	19,720	10,139	11,482	21,621	9,595	11,807	117	86	11	5
Limerick, .	151	9,058	11,849	20,907	10,722	13,917	24,639	9,882	13,135	90	81	22	15
Tipperary, .	221	12,853	12,510	25,363	13,465	13,187	26,652	12,042	13,220	162	74	19	12
Waterford, .	101	4,923	5,556	10,479	5,523	6,090	11,613	5,196	6,239	56	50	7	6
Total, .	1270	71,847	76,310	148,157	80,641	85,769	166,410	67,954	85,311	825	559	115	68

LEINSTER—

COUNTY OF

Number.	Roll Number of School.	Parish.	School.		No. of Children on the ROLLS, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of	
					31st March, 1855.			30th Sept., 1855.					Principal No.	
					Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	20th Sept., 1855.	Males.	Females
1	647	Ballon, . .	Ballon,	m.	85	–	85	111	–	111	32	56	1*	–
2	649	Barragh, . .	Kildavin,	m.	62	–	62	50	–	50	12	23	1	–
3	650	Do. . .	Do.	f.	–	90	90	–	109	109	15	30	–	1*
4	651	Clonagoose, .	Borris,	m.	100	–	100	113	–	113	48	44	1*	–
5	652	Do. . .	Do.	f.	–	125	125	–	155	155	52	75	–	1*
6	653	Do. . .	Ballymurphy,	m.	46	–	46	68	–	68	24	35	1	–
7	654	Do. . .	Do.	f.	–	54	54	–	70	70	24	32	–	1
8	655	Carlow, . .	Carlow,	m	225	–	225	332	–	332	151	156	1*	–
9	656	Do. . .	Do.	f.	–	393	393	–	420	420	136	166	–	2
10	657	Moyacomb, .	Clonegal,	m.	92	–	92	102	–	102	36	50	1	–
11	658	Do. . .	Do.	f.	–	151	151	–	128	128	69	81	–	1
12	659	Clonagoose, .	Ballymartin,	m	42	–	42	43	–	43	15	18	1	–
13	660	Do. . .	Do.	f.	–	50	50	–	53	53	22	25	–	1
14	661	Clonmore, .	Clonmore, . .		47	73	120	44	58	102	56	54	–	1*
15	662	Clody, or Cloydagh, . .	Ballinabranna,	m.	100	–	100	132	–	132	56	49	1*	–
16	665	Kiltennel, or Borris, . .	Rahanna,	m.	45	–	45	62	–	62	16	23	1	–
17	666	Do. . .	Do.	f.	–	91	91	–	78	78	20	26	–	1
18	670	Augha, . .	Leighlinbridge,	m.	170	–	170	182	–	182	110	125	1*	–
19	671	Do. . .	Do.	f.	–	152	152	–	196	196	97	100	–	1*
20	672	Myshall, . .	Myshall,	m.	59	–	59	66	–	66	20	24	1*	–
21	673	Rathvilly, . .	Knocklishen,	m.	89	–	89	85	–	85	31	35	1*	–
22	674	Do. . .	Rathvilly,	m.	115	–	115	134	–	134	58	82	1*	–

[a] Residence rent free for teacher.

Schools in operation on the 31st December, 1855.

in operation in the Province of MUNSTER.

Assistants, Workmistresses and Monitors.				Aid granted during the Year ending the 31st December, 1855.			Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.			Subscriptions.			Total Amount of Local Contributions.		
				£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.			£ s. d.		
14	12	5	204	242 9 10	178 19 8	3,080 9 0	597	18	0	134	15	0	732	13	0
27	38	23	669	734 14 10	462 0 0	10,026 10 9	1,995	14	8	731	2	7	2,726	17	3
12	14	8	253	297 7 6	149 9 6	3,685 12 6	536	2	8	229	16	0	765	18	8
10	15	14	247	369 8 3	277 8 0	3,340 11 0	998	10	5	536	13	3	1,535	3	8
15	16	12	310	363 4 0	269 0 9	4,597 2 8	1,120	4	4	349	10	2	1,469	14	6
6	14	12	151	177 15 5	153 1 2	2,202 7 4	442	3	5	268	14	0	710	17	5
84	109	74	1,834	2,184 19 10	1,489 19 1	26,932 13 3	5,690	13	6	2,250	11	0	7,941	4	6

1,249 Schools.

CARLOW—59 Schools.

Teachers, Assistants, Workmistresses, and Monitors.									Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers. Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.		School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
									£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.				
3[1]	R.C.	–	–	–	–	–	1		1 16 2			—			19 0 0			7 2 1			—			7 2 1				1
Prob.	R.C.	–	–	–	–	–	1		0 8 3			—			10 18 4			0 5 0			—			0 5 0	V.T.		2
3[2]	R.C.	–	–	–	–	–	1		0 14 6			—			14 0 0			1 3 0			—			1 3 0	V.T.		3
2[1]	R.C.	–	–	–	–	–	1		0 19 9			—			24 0 0			5 10 4			—			[a]5 10 4	V.T.		4
1[2]	R.C.	–	–	1*	–	–	2		3 0 11			—			40 0 0			3 15 1			1 16 0			[a]5 11 1	V.T.		5
3[2]	R.C.	–	–	–	–	–	1		0 19 9			—			16 0 0			1 3 0			1 2 6			[a]2 5 6	B.		6
3[2]	R.C.	–	–	–	–	–	1		0 8 1			1 10 0			14 0 0			2 18 7			—			[a]2 18 7	B.		7
1[3]	R.C.	1	–	–	1	–	3		4 0 3			—			47 13 4			4 14 4			—			4 14 4			8
Nuns.	R.C.	–	–	–	–	1	3		5 19 0			—			36 3 4			—			—			—	B.		9
2[2]	R.C.	–	–	–	–	–	1		1 3 9			—			22 0 0			8 1 1			—			8 1 1	V.T.		10
2[2]	R.C.	–	1	–	–	–	2		2 0 9			—			31 10 0			11 7 0			—			11 7 0	V.T.		11
3[2]	R.C.	–	–	–	–	–	1		1 0 10			—			16 0 0			1 3 8			—			1 3 8			12
3[1]	R.C.	–	–	–	–	–	1		0 7 4			—			16 0 0			0 10 6			—			[a]0 10 6			13
1[1]	R.C.	–	–	–	–	–	1		1 3 11			—			33 10 0			5 4 4			—			5 4 4			14
3[2]	R.C.	–	–	–	–	–	1		1 0 0			—			16 16 8			2 17 9			—			2 17 9	V.T.		15
3[2]	R.C.	–	–	–	–	–	1		0 6 0			—			16 0 0			0 18 0			—			18 0 0			16
3[2]	R.C.	–	–	–	–	–	1		0 10 4			—			14 0 0			0 8 3			—			[a]0 8 3			17
1[1]	R.C.	1	–	–	1	–	3		4 10 1			—			57 10 0			9 15 1			—			9 15 1	B.		18
1[1]	R.C.	–	1	1	–	–	3		2 13 2			—			55 6 8			6 4 7			—			[a]6 4 7	B.		19
2[2]	R.C.	–	–	–	–	–	1		1 3 8			—			22 0 0			—			—			—			20
1[2]	R.C.	–	–	–	–	–	1		2 12 0			—			34 0 0			6 6 6			—			[a]6 6 6			21
1[2]	R.C.	1	–	–	1	–	3		3 16 5			—			56 18 4			7 10 2			2 10 0			10 0 2	V.T.		22

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
23	675	Rathvilly, . .	Rathvilly, f.	–	110	110	–	118	118	30	50	–	1
24	677	St. Mullins, .	Glynn, m.	88	–	88	112	–	112	26	43	1	–
25	678	Do. . .	Do. f.	–	101	101	–	113	113	29	47	–	1*
26	679	Do. . .	N.-T.-St. Mullins, .	105	89	194	141	112	253	62	91	1*	–
27	681	Tullow, . .	Tullow, m	333	–	333	322	–	322	94	110	1	–
28	682	Do. . .	Do. f.	–	251	251	–	265	265	151	109	–	1
29	683	Tullowmagrinagh	Tynryland, m.	45	–	45	64	–	64	15	27	1	–
30	684	Do. . .	Do. f.	–	73	73	–	68	68	24	36	–	1*
31	1116	Lorum, . .	Ballinkellin, m.	95	–	95	90	–	90	24	35	1*	–
32	1117	Do. . .	Do. f.	–	66	66	–	82	82	18	29	–	1
33	1169	St. Mullins, .	Drummond, . .	73	64	137	74	66	140	36	50	1	–
34	1215	Dunleckney, .	N.-T.-Dunleckney, m.	71	–	71	101	–	101	15	35	1*	–
35	1290	Clody,orCloydagh	Ballinabranna, f.	–	121	121	–	131	131	68	70	–	1
36	1291	Hacketstown, .	Hacketstown, m	89	–	89	104	–	104	36	57	1*	–
37	1292	Kiltegan, . .	Tyneclash, m.	67	–	67	96	–	96	23	39	1	–
38	1415	Gilbertstown, .	Rathoe, m.	57	–	57	71	–	71	18	25	1	–
39	1416	Old Leighlin, .	Ridge, . . .	33	40	73	36	28	64	41	35	1	–
40	1438	Dunleckney, .	N.-T.-Dunleckney, f.	–	107	107	–	120	120	20	39	–	1
41	1499	Hacketstown, .	Hacketstown, f.	–	107	107	–	128	128	40	60	–	1*
42	1500	Myshall, . .	Myshall, f.	–	96	96	–	80	80	23	33	–	1
43	1824	Gilbertstown, .	Rathoe, f.	–	70	70	–	72	72	22	33	–	1*
44	1926	Dunleckney, .	Bagnalstown, f.	–	159	[b]159	–	318	[b]318	[b]79	[b]133	–	3
45	1958	Do. . .	Do. m.	112	–	112	91	–	91	34	42	1*	–
46	2124	Old Leighlin, .	Old Leighlin, m.	79	–	79	57	–	57	36	33	1*	–
47	2125	Do. . .	Do. f.	–	95	95	–	58	58	42	41	–	1
48	3139	Rathvilly, .	Knocklishen, f.	–	82	82	–	86	86	30	36	1*	–
49	3235	Old Leighlin, .	Bawnree, . .	34	47	81	21	39	60	40	34	–	1
50	4077	Grangeforth, .	Grange, . . .	50	48	98	60	46	106	43	59	1*	–
51	4154	St. Mullins, .	Inch, . . .	34	18	52	34	24	58	24	29	1*	–
52	4262	Rathvilly, .	Rathmore, f.	27	29	56	35	36	71	15	30	–	1
53	5436	Tullow, . .	Ardattin, . .	40	35	75	67	43	110	25	39	1	–
54	5686	Kiltegan, . .	Tyneclash, f.	–	158	158	–	74	74	31	45	–	1*
55	5803	Fenagh, . .	Garryhill,· Ord.Agr.m.	76	–	76	90	–	90	35	33	1*	–
56	5804	Do. . .	Do. f.	–	69	69	–	57	57	34	35	–	1*
57	6002	Rutland, . .	Pallatine, . .	29	21	[b]50	29	21	[b]50	[b]17	[b]17	1	–
58	6552	Ballon, . .	Ballon, f.	–	82	82	–	95	95	36	46	–	1*
59	7068	Sliguff, . .	Killoughternane, .	70	79	149	55	27	82	35	45	–	1
			Total in Carlow,	2,884	3,396	6,280	3,274	3,574	6,848	2,471	3,059	32	30

COUNTY OF

1	685	Artane, . .	Artane, m.	77	–	77	89	–	89	36	38	1*	–
2	686	Do. . .	Do. f.	–	75	75	–	69	69	26	30	–	1*
3	687	Baldoyle, .	Baldoyle, m.	112	–	112	131	–	131	55	56	1*	–
4	688	Do. .	Do. f.	–	127	127	–	161	161	70	83	–	1*
5	693	Clondalkin, .	Clondalkin, m.	209	–	209	228	–	228	112	124	1 1	– –
6	694	Do. . .	Do. village,	32	21	53	30	20	50	35	38	1*	–
7	697	Castleknock, .	Blanchardstown, m.	114	–	114	133	–	133	55	69	1*	–
8	698	Do. . .	Do. f.	–	142	142	–	131	131	63	71	–	2
9	700	Chapelizod, .	Chapelizod, m.	939	14	953	859	13	872	74	84	1	–
10	701	Do. . .	Do. f.	–	464	464	–	432	432	28	34	–	1
11	704	Dalkey, . .	Dalkey, m.	183	–	183	189	–	189	58	85	1*	–
12	705	Do. . .	Do. f.	–	133	133	–	127	127	34	58	–	1
13	706	Finglas, . .	Finglas, m.	77	–	77	74	–	74	30	40	1*	–
14	708	Garristown, .	Garristown, m.	72	–	72	83	–	83	39	40	1*	–
15	709	Do. . .	Do. f.	–	57	57	–	74	74	30	30	–	1*
16	710	Howth, . .	Howth, m.	102	–	102	120	–	120	55	59	1*	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of LEINSTER: County of CARLOW—*continued.*

Teachers. Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
2[2]	R.C.	–	–	–	–	–	1	—	—	21 0 0	3 14 11	—	3 14 11	V.T.	23
Prob.	R.C.	–	–	–	–	–	1	—	—	22 0 0	3 16 7	—	3 16 7	B.	24
3[1]	R.C.	–	–	–	–	–	1	1 5 0	—	14 0 0	1 17 0	—	1 17 0	B.	25
1[3]	R.C.	1	–	–	–	–	2	3 5 1	2 5 0	46 10 0	7 8 9	—	7 8 9	V.T.	26
Monk.	R.C.	–	–	–	–	–	1	3 16 4	—	20 0 0	—	—	—		27
Nun.	R.C.	–	–	–	–	–	1	3 19 11	—	22 10 0	4 8 10	—	4 8 10		28
Prob.	R.C.	–	–	–	–	–	1	1 10 0	—	16 0 0	1 6 11	—	1 6 11	B.	29
2[2]	R.C.	–	–	–	–	–	1	0 11 2	—	18 0 0	1 9 4	—	[a]1 9 4	B.	30
1[3]	R.C.	–	–	–	–	–	1	0 13 6	—	28 10 0	0 10 6	10 0 0	[a]10 10 6		31
2[2]	R.C.	–	–	–	–	–	1	0 10 4	—	18 0 0	0 2 6	—	0 2 6		32
3[2]	R.C.	–	–	–	–	–	1	1 7 0	—	16 0 0	2 18 0	—	2 18 0	V.T.	33
1[3]	R.C.	–	–	–	–	–	1	—	—	28 10 0	1 0 0	—	1 0 0	V.T.	34
3[2]	R.C.	–	–	1	–	–	2	1 8 5	—	25 0 0	8 0 10	—	[a]8 0 10	V.T.	35
1[2]	R.C.	–	–	–	–	1	2	4 17 0	—	38 5 0	6 0 0	—	6 0 0	V.T.	36
3[2]	R.C.	–	–	–	–	–	1	1 3 6	—	20 0 0	2 17 6	—	2 17 6	V.T.	37
Prob.	R.C.	–	–	–	–	–	1	0 14 11	1 10 0	15 10 0	2 17 0	—	2 17 0	V.T.	38
2[2]	R.C.	–	–	–	–	–	1	0 10 11	1 10 0	22 0 0	2 0 0	—	2 0 0		39
3[2]	R.C.	–	–	–	–	–	1	—	—	14 0 0	0 12 6	—	0 12 6	V.T.	40
2[1]	R.C.	–	–	–	–	1	2	—	—	25 18 4	8 0 0	—	8 0 0	V.T.	41
3[1]	R.C.	–	–	–	–	–	1	1 0 9	—	22 10 0	1 15 2	1 10 0	3 5 2	V.T.	42
3[1]	R.C.	–	–	–	–	–	1	0 16 7	1 10 0	16 0 0	3 17 3	—	3 17 3	V.T.	43
Nuns.	R.C.	–	–	1	–	1	5	2 0 3	—	46 10 0	—	—	—		44
3[1]	R.C.	–	–	–	–	–	1	1 4 3	—	19 0 0	2 7 6	—	2 7 6		45
3[1]	R.C.	–	–	–	–	–	1	1 11 3	—	20 10 0	4 5 6	—	4 5 6	V.T.,B.	46
Prob.	R.C.	–	–	–	–	–	1	—	—	12 0 0	1 12 9	—	1 12 9	V.T.,B.	47
1[3]	R.C.	–	–	–	–	1	2	—	1 10 0	29 6 8	3 1 6	—	[a]3 1 6		48
3[2]	R.C.	–	–	–	–	–	1	0 10 0	1 10 0	14 0 0	0 12 8	—	0 12 8		49
2[2]	R.C.	–	–	–	–	–	1	1 16 6	—	22 0 0	2 0 6	—	2 0 6		50
3[1]	R.C.	–	–	–	–	–	1	0 6 11	—	19 0 0	2 18 7	—	2 18 7		51
3[2]	R.C.	–	–	–	–	–	1	0 19 4	1 10 0	14 0 0	2 0 0	—	2 0 0		52
3[2]	R.C.	–	–	–	–	–	1	1 7 10	—	16 0 0	4 0 0	—	[a]4 0 0		53
2[1]	R.C.	–	–	–	–	–	1	1 0 6	—	19 10 0	7 1 0	—	7 1 0	V.T.	54
3[2]	R.C.	–	–	–	–	–	1	2 4 10	1 10 0	21 0 0	2 17 6	28 17 6	[a]31 15 0		55
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	11 0 0	14 4 2	2 0 0	[a]2 14 4		56
3[2]	R.C.	–	–	–	–	–	1	—	—	11 5 0	—	—	—		57
1[3]	R.C.	–	–	–	–	–	1	0 13 4	1 10 0	21 10 0	5 14 1	—	5 14 1		58
3[2]	R.C.	–	–	–	–	–	1	—	—	11 0 0	0 15 0	—	0 15 0		59
–	–	4	3	3	3	5	80	82 0 4	17 5 0	1,396 1 2	191 12 10	49 16 0	241 8 10		59

DUBLIN—168 Schools.

2[1]	R.C.	–	–	–	–	–	1	1 5 9	—	24 0 0	1 18 10	5 10 6	[a]7 9 4	V.T.	1
3[1]	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	1 13 9	5 10 6	7 4 3	V.T.	2
3[1]	R.C.	–	–	–	–	–	1	2 0 3	1 17 6	24 1 8	5 6 10	7 0 0	[a]12 6 10	V.T.	3
3[1]	R.C.	–	–	1	–	–	2	2 1 1	2 5 0	25 10 0	8 6 2	—	8 6 2	V.T.	4
2[2] Prob.	R.C.	–	–	–	–	–	2	3 12 2	—	34 10 0	0 14 3	—	0 14 3		5
1[2]	E.C.	–	–	–	–	–	1	3 14 7	—	34 0 0	—	10 0 0	[a]10 0 0		6
2[1]	R.C.	–	–	–	–	–	1	4 12 1	—	24 0 0	—	20 0 0	20 0 0		7
Nuns.	R.C.	–	–	–	–	–	–	1 10 4	1 17 6	16 5 0	1 10 0	6 0 0	7 10 0		8
2[2]	R.C.	–	1	–	–	–	2	4 10 2	—	32 15 0	8 1 8	—	[a]8 1 8	V.T.	9
3[2]	R.C.	–	–	–	–	–	1	—	1 10 0	10 3 4	1 9 3	—	[a]1 9 3	V.T.	10
2[1]	R.C.	1	–	–	–	–	2	3 11 0	—	40 0 0	14 10 8	6 10 0	[a]21 0 8		11
3[2]	R.C.	–	–	–	–	–	1	3 6 6	—	14 0 0	8 14 6	—	8 14 6		12
2[1]	R.C.	–	–	–	–	–	1	1 7 0	—	21 13 4	2 15 7	5 0 0	[a]7 15 7		13
1[3]	R.C.	–	–	–	–	–	1	1 18 11	—	27 10 0	11 15 5	1 10 0	13 5 5		14
3[2]	R.C.	–	–	–	–	–	1	0 18 10	1 10 0	14 0 0	5 2 10	1 0 0	[a]6 2 10		15
2[1]	R.C.	–	–	–	–	–	1	3 8 6	—	25 0 0	4 15 8	7 0 0	11 15 8	V.T.	16

[b] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.		No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
					Males.	Females	Total.	Males.	Females	Total.			Males.	Females
17	711	Howth,	Howth,	f.	–	106	106	–	144	144	52	63	–	1*
18	712	Kilsallahan,	Killosory,	.	48	20	68	63	43	106	39	49	1*	–
19	713	Kilternan,	Glencullen,	m.	89	–	89	107	–	107	34	42	1*	–
20	714	Lucan,	Lucan,	m.	71	–	71	76	–	76	31	41	1	–
21	715	Do.	Do.	f.	–	65	65	–	82	82	34	46	–	1
22	716	Lusk,	Rush,	m.	119	–	119	88	–	88	45	53	1	–
23	718	Do.	Lusk,	m.	44	–	44	–	–	[b]–	25	[b]–	1	–
24	719	Do.	Do.	f.	–	66	66	–	40	40	30	32	–	1*
25	720	Monkstown,	Kingstown,	m.	239	–	239	248	–	248	109	135	1*	–
26	721	Do.	Blackrock,	f.	7	96	103	5	90	95	62	76	–	2
27	725	Newcastle,	Newcastle,	m.	31	–	31	52	–	52	26	27	1	–
28	726	Do.	Do.	f.	–	54	[c]54	–	58	58	29	30	–	1
29	728	Palmerstown,	Palmerstown,	f.	–	71	71	38	36	74	25	24	–	1
30	729	Rathfarnham,	Loretto,	.	11	131	142	20	124	144	78	82	–	2
31	730	Tassagard,	Saggard,	m.	56	–	56	69	–	69	35	43	1	–
32	733	St. Thomas's,	North William-st.	inft.	72	163	[c]235	127	276	[c]403	121	185	–	2
33	737	St. Catherine's,	St Catherine's,	m.	307	–	307	308	–	308	147	166	1	–
34	738	Do.	Do.	f.	–	454	454	–	446	446	245	299	–	1 1*
35	739	Do.	Harold's-cross,	m.	158	–	158	155	–	155	90	102	1	–
36	742	St. James's,	St. James's,	m.	150	–	150	–	193	193	54	65	1*	–
37	743	Do.	Do.	f.	–	228	228	–	292	292	100	148	–	1*
38	744	St. John's,	SS.Michael&John's,	m.	564	–	564	425	–	425	130	155	1 1*	–
39	745	Do.	Do.	f.	–	295	295	–	419	419	110	141	–	1
40	747	St. Margaret's,	St. Margaret's,	m.	66	–	66	77	–	77	21	34	1	–
41	748	St. Mark's,	St. Andrew's,	f.	–	464	464	–	552	552	225	291	–	1* 1*
42	752	St. Thomas's,	Central Model,	m.	639	–	639	646	–	646	471	483	1	–
43	753	Do.	Do.	f.	–	536	536	–	482	482	328	355	–	1
44	754	St. Peter's,	St. Peter's,	f.	–	254	254	–	367	367	80	121	–	1*
45	755	Swords,	Swords,	m.	167	–	167	180	–	180	54	57	1*	–
46	757	Tallaght,	Tallaght,	m.	97	–	97	94	–	94	31	39	1*	–
47	758	Do.	Do.	f.	–	83	83	–	116	116	30	35	–	1
48	1147	Holmpatrick,	Skerries,	m.	137	–	137	151	–	151	78	83	1*	–
49	1148	Do.	Do.	f.	–	150	150	–	128	128	81	74	–	1
50	1149	St. Mary's,	King's Inns-street,	f.	152	546	[c]698	242	879	[c]1121	356	506	–	5
51	1167	Taney,	Dundrum,	m.	161	–	161	142	–	142	54	59	1*	–
52	1168	Do.	Do.	f.	–	121	121	–	139	139	60	65	–	1
53	1170	Naul,	Naul,	m.	53	–	53	63	–	63	28	30	1*	–
54	1171	Do.	Do.	f.	–	40	40	–	42	42	20	21	–	1
55	1204	Raheny,	Raheny,	m.	58	–	58	47	–	47	31	21	1*	–
56	1295	Clonmethan,	Ballyboghill,	m.	93	–	93	84	–	84	49	50	1*	–
57	1296	Stillorgan,	Stillorgan,	m.	53	–	53	81	–	81	23	30	1*	–
58	1470	Raheny,	Raheny,	f.	4	71	75	5	76	81	27	33	–	1*
59	1498	Clonmethan,	Ballyboghill,	f.	–	68	68	–	68	68	42	40	–	1*
60	1550	St. Peter's,	Rathmines,	m.	191	–	191	230	–	230	68	78	1* 1*	–
61	1551	Do.	Do.	f.	–	132	132	–	168	168	60	77	–	1*
62	1764	St. Paul's,	St. Paul's,	m.	227	–	227	262	–	262	124	116	1	–
63	1783	Do.	Do.	f.	–	131	131	–	134	134	67	84	–	1
64	1795	St. Thomas's,	Central Model,	i.	313	224	537	329	240	569	225	304	1	1
65	1835	Santry,	Ballymun,	.	44	42	86	50	45	95	36	39	1*	–
66	1839	St. Audoen's,	St. Audoen's,	m.	130	–	130	155	–	155	56	73	1*	–
67	1861	Do.	Do.	f.	–	80	80	–	81	81	25	40	–	1*
68	1984	Monkstown,	Blackrock,	m.	148	–	148	201	–	201	64	87	1*	–
69	1985	Booterstown,	Booterstown,	f.	–	116	116	–	116	116	63	74	–	2
70	2005	St. Dolough's,	Kinsealy,	m.	67	–	67	66	–	66	36	38	1	–
71	2006	Do.	Do.	f.	–	50	50	–	39	39	24	26	–	1
72	2018	St. Anne's,	Baggot-street,	f.	103	764	867	84	555	[c]639	395	526	–	6
73	2247	St. James's,	Golden Bridge,	f.	–	93	93	–	305	305	43	80	–	1*

[a] Residence rent free for teacher.

[b] Closed this half-year.

on the 31st December, 1855.—Province of LEINSTER : County of DUBLIN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.			Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.		Subscriptions.		Total Amount of Local Contributions.			
Class.	Religion.	Males.	Females.		Males.	Females.		£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.		£ s. d.			
3[2]	R.C.	–	–	1	–	–	2	2 2 6	1 17 6	20 13 4	4 10 8		—		4 10 8		v.t.	17
3[1]	R.C.	–	–	–	–	–	1	0 9 8	1 10 0	19 0 0	4 6 3		8 0 0		[a]12 6 3		v.t.	18
2[2]	R.C.	–	–	–	–	–	1	0 6 2	—	22 0 0	2 5 8		6 10 0		[a]8 15 8			19
Prob.	R.C.	–	–	–	–	–	1	1 0 8	—	12 10 0	2 11 0		—		2 11 0			20
Prob.	R.C.	–	–	–	–	–	1	—	—	11 0 0	2 10 0		3 0 0		5 10 0			21
Prob.	R.C.	–	–	–	–	–	1	1 6 10	—	20 16 8	12 4 5		0 15 0		[a]12 19 5			22
2[2]	–	–	–	–	–	–	1	0 6 7	—	18 0 0	2 11 0		3 2 6		5 13 6			23
2[2]	R.C.	–	–	–	–	–	1	—	1 10 0	7 13 4	2 14 8		—		2 14 8			24
1[3]	R.C.	1	–	–	–	–	2	1 17 9	—	41 0 0	19 16 5		—		[a]19 16 5			25
Nuns.	R.C.	–	–	–	–	–	2	2 16 6	—	18 15 0	8 5 9		12 0 0		20 5 9			26
3[2]	–	–	–	–	–	–	1	0 5 3	—	16 0 0	1 14 5		—		1 14 5			27
2[2]	R.C.	–	–	–	–	–	1	—	—	18 10 0	1 15 2		1 0 0		2 15 2			28
Prob.	R.C.	–	–	–	–	–	1	—	—	11 0 0	3 6 5		—		3 6 5			29
Nuns.	R.C.	–	–	–	–	–	2	2 16 4	—	20 0 0	2 17 6		—		2 17 6			30
2[2]	R.C.	–	–	–	–	–	1	1 3 2	—	25 0 0	6 0 0		5 0 0		11 0 0			31
Nuns	R.C.	–	–	–	–	–	2	3 12 11	2 5 0	27 10 0	—		—		—			32
3[2]	R.C.	1	–	–	1	–	3	6 3 3	—	40 6 8	—		—		—			33
2[1] / 2[2]	R.C.	–	2	1	–	–	5	6 19 2	7 4 0	61 0 0	—		—		—			34
2[2]	R.C.	1	–	–	–	–	2	2 15 9	—	36 0 0	8 1 10		17 10 0		25 11 10		v.t.	35
1[3]	R.C.	–	–	–	–	–	1	1 6 4	—	28 10 0	—		16 0 0		16 0 0			36
1[3]	R.C.	–	1	1	–	1	4	2 10 7	—	48 18 4	16 16 7		—		16 16 7			37
3[2] / 1[2]	R.C.	–	–	–	–	–	2	14 5 5	1 10 0	57 10 0	15 19 1		19 6 11		35 6 0			38
3[1]	R.C.	–	1*	–	–	–	2	—	3 0 0	30 0 0	6 13 2		11 6 10		[a]18 0 0			39
3[2]	R.C.	–	–	–	–	–	1	0 14 0	—	16 0 0	3 13 0		9 16 9		[a]13 9 9			40
1[3] / 1[3]	R.C.	–	1*	1	–	1	6	6 4 9	—	68 6 8	72 5 0		—		72 5 0			41
–	R.C.	4	–	–	11	–	16	69 7 7	22 1 6	—	—		—		—		v.c.	42
–	R.C.	–	2	–	–	3	6	31 5 11	6 16 7	—	—		—		—		v.c.	43
2[1]	R.C.	– 1 / – 1		1	–	–	4	5 4 2	—	56 0 0	17 16 0		17 2 0		34 18 0			44
1[3]	R.C.	–	–	–	–	–	1	1 6 0	1 17 6	28 10 0	6 12 4		—		[a]6 12 4			45
2[2]	R.C.	–	–	–	–	–	1	2 18 0	—	22 0 0	2 18 10		9 1 2		[a]12 0 0		v.t.	46
2[2]	R.C.	–	–	–	–	–	1	1 2 4	—	11 0 0	1 12 10		6 7 2		8 0 0		v.t.	47
1[1]	R.C.	–	–	–	–	–	1	1 3 3	—	46 10 0	14 0 4		1 0 0		15 0 4		v.t.	48
2[2]	R.C.	–	1	–	–	–	2	1 19 7	—	32 0 0	8 1 3		1 0 0		9 1 3		v.t.	49
Nuns.	R.C.	–	–	–	–	–	5	6 0 4	—	87 7 6	39 12 11		—		[a]39 12 11		v.t.	50
2[1]	R.C.	–	–	–	–	–	1	1 1 2	—	24 0 0	4 18 8		12 0 0		16 18 8			51
2[2]	R.C.	–	1*	1	–	–	3	1 19 2	—	29 18 4	—		12 0 0		12 0 0			52
1[3]	R.C.	–	–	–	–	–	1	0 11 7	1 10 0	28 10 0	3 16 1		5 10 0		[a]9 6 1		v.t.	53
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	14 15 0	1 11 8		5 10 0		[a]7 1 8		v.t.	54
3[1]	R.C.	–	–	–	–	–	1	0 14 11	—	18 5 0	1 0 2		5 0 0		6 0 2			55
2[2]	R.C.	–	–	–	1	–	2	1 14 10	1 10 0	28 13 4	10 14 7		—		10 14 7		v.t.	56
2[1]	R.C.	–	–	–	–	–	1	1 13 9	—	24 13 4	1 5 0		12 0 0		13 5 0		a.	57
2[1]	R.C.	–	–	–	–	–	1	0 16 8	—	19 10 0	2 13 8		5 0 0		7 13 8			58
2[1]	R.C.	–	–	–	–	–	1	0 5 0	1 10 0	19 10 0	11 2 7		—		11 2 7		v.t.	59
3[1] / 1[3]	R.C.	–	–	–	–	–	2	2 0 0	—	47 10 0	—		20 0 0		20 0 0			60
1[1]	R.C.	–	1	–	–	–	2	0 15 8	—	55 10 0	—		12 0 0		12 0 0			61
2[1]	R.C.	1	–	–	–	–	2	2 10 0	3 0 0	45 0 0	8 9 7		—		8 9 7			62
3[2]	R.C.	–	1	–	–	–	2	4 2 8	2 5 0	25 0 0	6 7 9		—		6 7 9			63
–	E.C.	–	1	–	–	4	7	4 17 2	2 12 6	—	—		—		—		v.c.	64
3[2]	R.C.	–	–	–	–	–	1	0 11 5	—	16 0 0	3 0 0		5 0 0		[a]8 0 0			65
2[2]	R.C.	–	–	–	1	–	2	2 14 8	—	26 0 0	8 7 6		—		8 7 6			66
2[2]	R.C.	–	–	–	–	–	1	—	—	18 0 0	3 5 9		—		3 5 9			67
1[3]	R.C.	1	–	–	–	–	2	3 7 8	—	43 0 0	—		20 0 0		20 0 0			68
Nuns.	R.C.	–	–	–	–	–	2	4 17 0	—	16 5 0	—		—		—			69
3[1]	R.C.	–	–	–	–	–	1	0 13 0	—	22 0 0	2 1 3		5 0 0		7 1 3		B.	70
3[2]	R.C.	–	–	–	–	–	1	—	—	11 0 0	1 17 10		—		[a]1 17 10		B.	71
Nuns.	R.C.	–	–	–	–	1	7	26 6 7	—	97 8 9	—		—		—			72
1[3]	R.C.	–	–	–	–	–	1	—	—	14 5 0	—		—		—			73

[a] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
74	2350	St. Catherine's,	St. Clare's, f.	–	116	116	–	134	134	56	70	–	1*
75	2472	Stillorgan, .	Stillorgan, i.	72	34	106	36	96	132	65	70	–	1*
76	2711	Lusk, . .	Rush, f.	–	112	112	–	146	146	53	90	–	1
77	2872	Tully, . .	Sandyford, m.	104	–	104	121	–	121	41	54	1*	–
78	2873	Do. . .	Do. f.	–	70	70	–	94	94	38	60	–	1*
79	2881	Kilternan, .	Glencullen, f.	–	88	88	–	107	107	31	39	–	1*
80	3007	St. Michan's, .	St. Michan's, m.	306	–	306	336	–	336	110	106	1	–
81	3058	Whitechurch, .	Edmondstown, m.	74	–	74	83	–	83	35	45	1	–
82	3059	Do. . .	Do. f.	–	83	83	–	109	109	34	43	–	1*
83	3061	St. George's, .	St. Peter's, m.	320	–	320	351	–	351	109	118	1*	–
84	3062	Do. . .	Do. f.	–	252	252	–	365	365	74	103	–	1
85	3106	Finglas, . .	Finglas, f.	–	55	55	–	55	55	24	29	–	1
86	3107	Clonturk, .	Richmond, f.	–	306	306	–	305	305	138	190	–	2
87	3108	Castleknock, .	Cabra, f.	51	260	311	49	240	289	110	129	–	2
88	3144	Lusk, . .	Balrothery, P.L.U.	73	80	153	64	75	139	94	76	1*	1
89	3265	Rathmichael, .	Rathdown, P.L.U.	116	160	276	81	140	221	175	159	1*	1*
90	3330	St. Margaret's, .	St. Margaret's, f.	–	41	41	–	42	42	21	26	–	1
91	3359	Rathfarnham, .	Rathfarnham, . .	81	–	81	92	–	92	41	49	1	–
92	3603	St. Nicholas Without,	St. Nicholas Without, f.	–	297	297	–	363	363	175	189	–	1*
												–	1*
93	3690	Clonturk, .	Drumcondra, m.	58	–	58	91	–	91	28	34	1	–
94	3917	St. Mary's, Donnybrook, . .	Ringsend, m.	179	–	179	194	–	194	95	93	1*	–
95	3918	Do. . .	Do. f.	–	90	90	–	80	80	48	41	–	1
96	4201	Castleknock, .	Lower Road, . .	59	52	111	67	35	102	48	50	1	–
97	4202	Rathmichael, .	St. Peter's, Little Bray, m.	74	–	74	73	–	[b]73	25	43	1*	–
98	4522	Lusk, . .	Corduff, . . .	47	62	109	53	55	108	68	62	–	1*
99	4568	Kill-of-the Grange	Cabinteely, f.	–	43	43	–	52	52	26	29	–	1
100	4660	Donabate, .	Portrane, m.	39	–	39	72	–	72	25	40	1*	–
101	4661	Do. . .	Do. f.	–	82	82	–	69	69	32	43	–	1
102	4817	Crumlin, . .	Crumlin, . .	112	–	112	101	–	101	38	45	1*	–
103	4930	Clontarf, . .	Clontarf, m.	100	–	100	106	–	106	49	53	1	–
104	4931	Do. . .	Do. f.	–	112	112	–	105	105	42	54	–	1
105	4970	Kill-of-the Grange	Cabinteely, m.	47	–	47	74	–	74	21	33	1	–
106	4992	Glasnevin, .	Glasnevin, m.	67	–	67	95	–	95	45	55	1	–
107	4993	Do. . .	Do. f.	–	70	70	–	72	72	35	43	–	1
108	5008	St. Peter's, .	St. Peter's, m.	347	–	347	508	–	508	71	87	1	–
109	5009	St. Mark's, .	Andrean, No. 1. .	712	–	712	801	–	801	211	245	1	–
												1	–
												1	–
110	5010	Do. . .	Do. No. 2, . .	242	–	242	304	–	304	151	203	1	–
												1	–
												1	–
111	5260	Balrothery, .	St. Mary's (Balbriggan), f.	5	154	159	15	160	175	83	95	–	1
112	5456	Do. . .	St. Peter's (Balbriggan), m.	158	–	158	181	–	181	80	79	1	–
113	5471	St. Mary's Donnybrook, . .	Ringsend, i.	48	80	[b]128	51	95	[b]146	69	80	–	1*
114	5473	Castleknock, .	Phœnix Park, . .	37	59	96	45	73	118	45	57	–	1*
115	5474	Coolock, . .	Clonshough, . .	30	37	67	37	31	68	29	33	1	–
116	5509	Tassagard, .	Saggard, f.	–	44	44	–	59	59	33	44	–	1
117	5599	Malahide, .	Malahide, m.	65	–	65	78	–	78	43	46	1*	–
118	5600	Monkstown, .	Kingstown, f.	–	424	424	–	625	625	245	352	–	3
119	5640	St. Catherine's, .	West Dublin, Mod. m.	142	–	142	181	–	181	116	135	1	–
120	5641	Do. . .	Do. f.	–	89	89	–	123	123	72	97	–	1
121	5642	Do. . .	Do. i.	33	31	64	71	64	135	55	95	–	1
122	5712	Malahide, .	Malahide, f.	–	107	107	–	113	113	42	45	–	1*
123	5729	St. Paul's, .	St. Paul's, i.	70	80	150	115	144	259	64	96	–	1*
124	5746	Rathmichael, .	Loughlinstown, m.	87	–	87	73	–	73	33	40	1*	–
125	5747	Do. . .	Do. f.	–	70	70	–	111	111	45	67	–	1*
126	5933	St. Michan's, .	George's-hill, f.	–	404	404	–	383	383	261	290	–	4
127	5934	St. Peter's, .	Milltown, m.	94	–	94	94	–	[b]94	64	[b]43	1	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of LEINSTER: County of DUBLIN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1[2]	R.C.	–	1	–	–	1	3	3	0	0	—			43	13	4	—			—			—				74
1[3]	R.C.	–	1*	–	–	–	2	0	10	3	—			35	10	0	—			12	0	0	12	0	0	A.	75
3[2]	R.C.	–	1	–	–	–	2	0	6	5	2	5	0	23	6	8	12	5	1	—			12	5	1		76
2[1]	R.C.	–	–	–	–	–	1	2	5	2	1	17	6	24	0	0	4	3	3	10	0	0	[a]14	3	3		77
1[3]	R.C.	–	–	–	–	–	1	1	9	0	1	17	6	21	10	0	—			5	0	0	[a]5	0	0		78
2[2]	R.C.	–	–	–	–	–	1	1	5	6	1	10	0	18	0	0	1	0	3	4	10	0	[a]5	10	3	v.t.	79
2[2]	R.C.	1	–	–	–	–	2	3	6	7	2	12	6	34	10	0	11	4	4	—			11	4	4		80
2[2]	R.C.	–	–	–	–	–	1	1	10	9	1	10	0	22	0	0	1	7	7	6	0	0	[a]7	7	7	v.t.	81
3[1]	R.C.	–	–	–	–	–	1	0	10	10	1	10	0	16	0	0	3	0	0	6	0	0	9	0	0	v.t.	82
2[2]	R.C.	1	–	–	1	–	3	8	14	4	—			40	13	4	10	10	10	63	19	2	74	10	0	v.t.	83
3[1]	R.C.	–	1*	–	–	–	2	1	15	8	—			30	0	0	7	7	3	40	7	9	47	15	0	v.t.	84
3[1]	R.C.	–	–	–	–	–	1	1	1	6	1	10	0	14	10	0	0	18	9	5	0	0	[a]5	18	9		85
Nuns.	R.C.	–	–	–	–	–	2	6	8	9	3	7	6	32	10	0	4	4	0	—			[a]4	4	0		86
Nuns.	R.C.	–	–	–	–	1	3	1	17	0	—			29	0	0	—			—			—				87
3[1], Pr.	R.C.	–	–	–	–	–	–	2	17	2	—			—			—			—			—				88
Pr., 3[1]	R.C.	–	–	–	–	–	–	2	14	8	3	7	6	6	0	0	—			—			—				89
Prob.	R.C.	–	–	–	–	–	1	0	6	8	1	10	0	14	0	0	3	13	8	1	0	3	[a]4	13	11		90
3[1]	R.C.	–	–	–	–	–	1	1	4	3	1	10	0	20	0	0	7	12	10	12	0	0	[a]19	12	10		91
1[3]	–	–	1	–	–	–	4	5	8	1	4	17	6	62	13	2	29	17	8	—			29	17	8		92
2[1]	R.C.	–	1																								
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	2	2	9	5	0	0	7	2	9		93
1[3]	R.C.	1	–	–	–	–	2	3	10	2	2	5	0	47	10	0	—			45	0	0	[a]45	0	0	v.c.	94
3[1]	E.C.	–	–	–	–	–	1	0	10	1	1	10	0	16	0	0	—			21	0	0	[a]21	0	0	v.c.	95
3[1]	R.C.	–	–	1	–	–	2	0	8	1	—			27	0	0	5	4	2	0	18	5	[a]6	2	7		96
3[1]	R.C.	–	–	–	–	–	1	1	5	3	—			17	10	0	0	11	10	—			[a]0	11	10		97
2[2]	R.C.	–	1	–	–	–	2	0	19	4	1	17	6	33	10	0	2	9	1	—			[a]2	9	1		98
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	3	5	9	3	0	0	[a]6	5	9		99
Prob.	R.C.	–	–	–	–	–	1	0	10	11	1	10	0	12	10	0	4	13	0	22	7	0	[a]27	0	0		100
Prob.	R.C.	–	–	–	–	–	1	0	8	2	1	10	0	11	0	0	2	1	3	23	10	0	[a]25	11	3		101
3[2]	R.C.	–	–	–	–	–	1	0	18	7	1	10	0	16	0	0	7	5	8	12	0	0	[a]19	5	8		102
1[2]	R.C.	–	–	–	1	–	2	1	14	6	—			38	8	4	2	12	2	10	0	0	12	12	2	v.c.	103
3[2]	R.C.	–	–	–	–	–	1	1	0	0	—			16	0	0	1	11	9	5	0	0	6	11	9	v.c.	104
Prob.	R.C.	–	–	–	–	–	1	2	14	3	—			13	8	4	3	6	6	3	0	0	[a]6	6	6		105
–	R.C.	1	–	–	–	–	2	4	12	5	—			—			5	13	7	—			[a]5	13	7	v.c.	106
–	R.C.	–	–	–	–	–	1	2	0	0	0	8	6	—			6	1	2	—			6	1	2	v.c.	107
Prob.	R.C.	–	–	–	1	–	2	2	11	8	—			13	16	8	16	19	9	—			16	19	9		108
– 2[1] 2[2] 1[2] 2[2] 3[1]	– R.C. – – R.C. –	–	–	–	–	–	3 4	4	1	3	15	17	0	198	16	8	79	10	0	—			79	10	0		109
1[2]	R.C.	–	–	–	1	–	4	10	13	9	—						—			64	0	0	64	0	0		110
1[2]	R.C.	–	1	–	–	–	2	2	12	11	—			41	10	0	16	19	10	—			16	19	10		111
1[2]	R.C.	–	–	–	1	–	2	2	6	0	—			35	10	0	14	1	7	—			[a]14	1	7		112
2[2]	E.C.	–	1*	–	–	–	2	0	8	0	—			32	0	0	—			32	0	0	[a]32	0	0	v.c.	113
2[2]	R.C.	–	–	–	–	–	1	1	8	3	—			20	0	0	—			—			—				114
2[2]	R.C.	–	–	–	–	–	1	0	13	5	—			4	11	8	2	18	11	7	0	0	9	18	11		115
3[1]	R.C.	–	–	–	–	–	1	0	10	10	—			16	0	0	4	10	0	—			4	10	0		116
1[3]	R.C.	–	–	–	–	–	1	1	12	7	4	19	6	16	0	0	3	18	8	—			3	18	8		117
Nuns.	R.C.	–	–	–	–	–	3	17	1	1	—			55	13	9	—			—			—				118
–	R.C.	2	–	–	4	–	7	17	16	2	10	0	0	—			—			—			—			v.c.	119
–	R.C.	–	1	1	–	6	11	—			10	0	0	—			—			—			—			v.c.	120
–	E.C.	–	1	–	–			—			10	0	0	—			—			—			—			v.c.	121
3[1]	R.C.	–	–	–	–	–	1	—			0	19	6	13	3	4	3	0	0	—			3	0	0		122
3[1]	R.C.	–	–	–	–	–	1	—			2	5	0	16	0	0	3	5	7	—			3	5	7		123
2[2]	R.C.	–	–	–	–	–	1	0	14	5	1	10	0	22	0	0	8	0	0	—			[a]8	0	0		124
3[2]	R.C.	–	–	1	–	–	2	0	19	0	1	17	6	21	0	0	9	15	0	—			[a]9	15	0		125
Nuns.	R.C.	–	–	–	–	–	4	6	13	3	5	5	0	60	0	0	—			—			—				126
Prob.	R.C.	–	–	–	–	–	1	0	19	10	—			16	5	0	1	15	10	10	0	0	[a]11	15	10		127

[b] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
128	5935	St. Peter's .	Miltown, f.	–	95	95	–	95	95	64	64	–	1*
129	5962	St. Michan's, .	St. Michan's, f.	–	222	222	–	258	258	70	80	–	1*
130	6003	Castleknock, .	Porterstown, m.	19	–	[a]19	29	–	[a]29	[a]10	[a]18	–	1
131	6118	Rush, . .	Lambay, . .	12	7	[a]19	12	7	[a]19	[a]15	[a]15	1*	–
132	6154	Clondalkin, .	Clondalkin, f.	–	123	123	–	134	134	40	66	–	1*
133	6200	Booterstown, .	Booterstown, m.	121	–	121	139	–	139	76	77	1*	–
134	6234	Castleknock, .	St. Bridget's, i.	18	39	57	18	40	58	35	36	–	1*
135	6255	St. Peter's, .	Haddington-road, .	239	–	239	260	–	260	76	100	1*	–
136	6268	Do. . .	St. Peter's junior department, m.	276	–	276	349	–	349	58	78	1	–
137	6269	Do. . .	Do. infant department, f.	109	295	404	206	488	694	99	196	–	1*
138	6732	Whitechurch, .	Fir House, . .	–	106	106	36	107	143	31	43	–	1
139	6383	St. George's, .	St. Peter's (Phibsborough), i.	140	158	298	200	219	419	92	135	–	1*
140	6468	St. Thomas's, .	St. Laurence O'Toole, f.	–	115	115	–	149	149	68	95	–	1
141	6469	Do. . .	Do. i.	53	80	133	71	90	161	66	91	–	1*
142	6486	Stillorgan, .	Stillorgan, . .	17	24	[a]41	15	34	49	[a]19	16	1	–
143	6487	Do. . .	Do. i.	16	17	33	14	13	27	21	17	–	1
144	6495	St. Thomas's, .	St. Francis Xavier, f.	–	116	116	–	135	135	59	70	–	1*
145	6496	Do. . .	Do. i.	119	50	169	105	81	186	91	125	–	1
146	6512	St. George's .	Josephian, f.	–	87	87	–	110	110	55	65	–	1
147	6513	St. Michan's, .	St. Michan's, i.	133	100	233	150	130	280	78	105	–	1*
148	6596	St. Thomas's, .	St. Laurence O'Toole, No. 2, f.	–	127	127	–	124	124	55	69	–	1*
149	6664	St. Mary's, .	Denmark-street, .	138	–	138	178	–	178	79	92	1*	–
150	6742	St. Luke's, .	Warrenmount, . .	–	203	203	–	169	[a]169	67	113	–	2
151	6800	St. Catherine's, .	Park-street, West, m.	235	–	235	293	–	293	133	114	1*	–
152	6801	Do. . .	Do. f.	–	167	167	–	239	239	105	110	–	1
153	6888	Saint Nicholas Without, .	St. Nicholas, i.	137	88	225	142	86	228	100	135	–	1*
154	6889	St. Michan's, .	Linenhall, m.	310	–	310	310	–	310	110	124	1*	–
155	6897	Do. . .	Do. f.	–	151	151	–	165	165	65	71	–	1*
156	6978	St. James's, .	Inchicore Mod. Railway, m.	121	–	121	110	–	110	48	50	1	–
157	6979	Do. . .	Do. f.	–	99	99	–	103	103	43	36	–	1
158	6980	Do. . .	Do. i.	74	55	129	56	70	126	57	49	–	1
159	7029	St. Peter's, .	Tranquilla, .	–	304	304	–	271	[a]271	101	149	–	2
160	7030	Monkstown, .	Glasthule, m	90	–	90	72	–	72	45	39	1*	–
161	7031	Do. . .	Do. f.	9	126	135	14	150	164	43	58	–	1*
162	7032	St. Anne's, .	Leeson-lane, . .	–	522	522	–	555	555	77	118	–	1*
163	7097	Castleknock, .	Clonsilla, m.	92	–	92	82	–	82	50	41	1*	–
164	7098	Do. . .	Do. f.	–	91	91	–	72	72	55	39	–	1
165	7182	Dalkey, . .	Dalkey, No. 2, f.	–	93	93	36	99	135	52	67	–	1
166	7187	St. Paul's, .	Nth. Dublin, Workho.	495	460	955	456	439	895	519	584	–	–
167	7246	Old Connaught,	Little Bray, f.	–	–	[c]–	–	117	117	[c]–	80	–	1
168	7275	Holmpatrick, .	Grange, . . .	–	–	–	–	–	[c]–	–	[c]–	1	–
			Total in Dublin,	13,808	14,811	28,619	14,774	17,449	32,223	12,614	15,234	83	120

COUNTY OF

1	759	St. Michael, .	Athy, m.	129	–	129	171	–	171	34	85	1*	–
2	761	Kilmague, .	Allen, . . .	40	44	84	36	39	75	34	25	1	–
3	764	Ballendrina, .	Broadford, m.	66	–	66	60	–	60	35	34	1	–
4	765	Do. . .	Do. f.	–	57	57	–	65	65	36	35	–	1
5	766	Caragh, . .	Caragh, m.	66	–	66	51	–	51	26	25	–	1
6	767	Do. . .	Do. f.	–	66	66	–	66	66	28	35	–	1
7	768	Carna, . .	Sanscroft, . .	48	46	94	51	41	92	40	45	1	–

[a] Taken from Inspector's report.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of LEINSTER: County of DUBLIN—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	–	–	–	1	0	14	8	—			18	3	4	—			0	12	8	[b]0	12	8		128
2[2]	R.C.	–	1*	–	–	–	2	2	14	0	—			32	15	0	8	18	3	—			8	18	3		129
3[2]	E.C.	–	–	–	–	–	1	0	17	0	—			14	13	4	—			15	0	0	[b]15	0	0		130
1[3]	R.C.	–	–	–	–	–	1	0	10	1	—			7	8	4	3	10	0	10	0	0	13	10	0		131
3[2]	R.C.	–	–	–	–	–	1	1	12	4	—			14	0	0	0	15	6	11	0	0	[b]11	15	6		132
3[1]	R.C.	1	–	–	–	–	2	1	16	5	—			31	10	0	3	8	6	6	0	0	[b]9	8	6	v.c.	133
2[2]	R.C.	–	–	–	–	–	1	2	11	7	—			18	13	4	1	13	2	11	6	10	13	0	0		134
3[1]	R.C.	–	–	–	1	–	2	2	18	4	—			27	0	0	8	15	1	—			8	15	1		135
Prob.	R.C.	–	–	–	–	–	1	—			—			11	11	8	12	8	4	—			12	8	4		136
1[3]	R.C.	–	1	–	–	–	2	2	10	9	—			35	10	0	23	2	0	—			23	2	0		137
Nun.	R.C.	–	–	–	–	–	1	1	9	7	—			10	0	0	—			—			—				138
1[3]	R.C.	–	1	–	–	–	2	—			—			35	10	0	7	3	6	41	1	6	48	5	0		139
3[1]	R.C.	–	1	–	–	–	2	3	14	6	1	17	6	27	0	0	6	0	0	3	6	8	9	6	8		140
2[2]	R.C.	–	1	–	–	–	2	—			2	5	0	29	10	0	5	10	0	3	6	8	[b]8	16	8		141
Prob.	E.C.	–	–	–	–	–	1	1	11	2	1	10	0	10	15	0	1	9	3	—			[b]1	9	3		142
Prob.	E.C.	–	–	–	–	–	1	0	2	8	1	10	0	11	0	0	—			—			—				143
2[1]	R.C.	–	–	–	–	–	1	0	15	5	1	17	6	19	10	0	0	8	9	1	0	0	[b]1	8	9		144
2[2]	R.C.	–	–	–	–	–	1	—			2	5	0	18	0	0	0	15	0	1	0	0	1	15	0		145
3[2]	R.C.	–	–	1	–	–	2	1	6	0	1	17	6	28	10	0	—			—			—				146
2[2]	R.C.	–	1	–	–	–	2	0	7	7	2	12	6	27	0	0	9	6	2	—			9	6	2		147
2[2]	R.C.	–	–	–	–	1	2	—			1	17	6	23	18	4	7	0	9	3	6	8	10	7	5		148
1[2]	R.C.	–	–	–	–	–	1	2	1	7	2	5	0	34	0	0	5	12	1	—			5	12	1		149
Nuns.	R.C.	–	–	–	–	–	2	5	8	1	—			21	5	0	—			—			—				150
1[3]	R.C.	1	–	–	–	–	2	1	11	10	—			24	0	0	—			—			—				151
Prob.	R.C.	–	1	1	–	–	3	—			—			22	0	0	—			—			—				152
1[3]	R.C.	–	1	–	–	–	2	0	13	1	—			28	6	8	16	0	7	—			16	0	7		153
3[1]	R.C.	1	–	–	–	–	2	2	16	4	—			31	10	0	—			—			—				154
3[1]	R.C.	–	–	1	–	–	2	0	16	1	—			17	6	8	—			—			—				155
–	Pres.	–	–	–	–	–	–	5	0	0	6	7	9	—			—			—			—			v.c.	156
–	R.C.	–	–	–	–	–	–	—			11	12	8	—			—			—			—			v.c.	157
–	R.C.	–	–	–	–	–	–	—			—			—			—			—			—			v.c.	158
Nuns.	R.C.	–	–	–	–	–	2	2	0	5	—			26	5	0	—			—			—				159
1[3]	R.C.	–	–	–	–	–	1	—			—			28	10	0	—			6	10	0	6	10	0		160
3[1]	R.C.	–	–	–	–	–	1	0	10	11	—			16	16	8	6	8	4	—			6	8	4		161
3[1]	R.C.	–	1	–	–	–	2	10	11	7	—			22	16	8	9	0	0	—			9	0	0		162
1[3]	R.C.	–	–	–	–	–	1	0	12	9	—			28	10	0	—			11	4	4	[b]11	4	4		163
Prob.	R.C.	–	–	1	–	–	2	—			—			11	0	0	—			10	0	0	[b]10	0	0		164
Nun.	R.C.	–	–	–	–	–	1	—			6	0	0	11	5	0	—			—			—				165
3[1]	R.C.	2*	2*	} –	–	–	7	2	19	4	35	3	2	12	0	0	—			—			—				166
1[1]	R.C.	–	1	}																							
Prob.	R.C.	–	–	–	–	–	1	0	19	2	5	0	0	5	0	0	—			—			—				167
Prob.	R.C.	–	–	–	–	–	1	—			6	0	0	2	6	8	1	3	4	4	15	0	5	18	4		168
–	–	22	39	14	24	19	321	475	0	10	268	0	2	4,154	6	6	886	7	11	911	2	3	1,797	10	2		168

KILDARE—91 Schools.

2[1]	R.C.	–	–	–	1	–	2	3	14	8	—			33	16	8	3	8	0	—			[b]3	8	0		1
2[2]	R.C.	–	–	–	–	–	1	0	12	0	—			22	0	0	4	9	3	—			4	9	3		2
3[2]	R.C.	–	–	–	–	–	1	0	17	9	—			16	0	0	4	19	6	—			[b]4	19	6		3
3[2]	R.C.	–	–	–	–	–	1	1	7	1	—			14	0	0	1	18	9	—			[b]1	18	9		4
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	2	3	9	—			[d]2	3	9		5
Prob.	R.C.	–	–	–	–	–	1	0	13	2	—			11	0	0	1	5	7	—			[d]1	5	7		6
3[1]	R.C.	–	–	1	–	–	2	1	19	6	—			28	10	0	3	3	8	—			[b]3	3	8		7

* Not taken into connexion until after this date.

[d] Residence and acre of land rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of	
				31st March, 1855.			30th Sept., 1855.					Principal	
												No.	
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
8	770	Kildare,	Kildare, m.	348	–	348	352	–	352	98	99	1*	–
9	771	Do.	Do. f.	–	318	318	–	296	296	120	114	–	1
10	772	Kilcock,	Tiermohan,	33	26	59	49	37	86	38	46	1	–
11	773	Kilcullen,	Halverstown, m.	44	–	44	41	–	41	31	28	1*	–
12	774	Do.	Do. f.	–	61	61	–	61	61	30	30	–	1*
13	775	Kilcock,	Kilcock, m.	98	–	98	165	–	165	42	74	1	–
14	776	Do.	Do. f.	–	130	130	–	119	119	41	54	–	1
15	777	Killybegs,	Prosperous, m.	114	–	114	100	–	100	55	56	1	–
16	778	Do.	Do. f.	–	107	107	–	95	95	47	44	–	1
17	779	Larabrian,	Maynooth, f.	–	218	218	–	227	227	141	133	–	2
18	781	Monasterevan,	Monasterevan, m.	152	–	152	166	–	166	50	61	1*	–
19	782	Do.	Do. f.	–	137	137	–	158	158	69	75	–	1
20	783	Murney,	Cloghrinkoe,	66	61	127	52	63	115	45	38	1*	–
21	784	Rathangan,	Rathangan, m.	107	–	107	103	–	103	42	46	1*	–
22	785	Do.	Do. f.	–	103	103	–	105	105	42	46	–	1*
23	786	Staplestown,	Staplestown, m.	70	–	70	45	–	45	25	32	1*	–
24	787	Do.	Do. f.	–	85	85	–	82	82	35	44	–	1*
25	1151	Clane,	Clane, f.	–	156	156	–	188	188	69	85	–	1
26	1205	Dunmanogue,	Levitstown, m.	50	–	50	52	–	52	20	27	1	–
27	1298	Cloncurry,	Newtown, m.	43	–	43	69	–	69	25	40	1*	–
28	1417	Ballymore-Eustace,	Ballymore-Eustace, m.	65	–	65	94	–	94	26	45	1*	–
29	1497	Cloncurry,	Newtown, f.	–	28	28	–	49	49	16	29	–	1
30	1515	Ballymore Eustace	Ballymore Eustace, f.	–	61	61	–	82	82	36	56	–	1*
31	1590	Moone,	Moone, m.	52	–	52	73	–	73	12	24	1	–
32	1712	Kilmague,	Allenswood,	58	35	93	38	24	62	34	25	1*	–
33	1713	Clane,	Clane, m.	102	–	102	146	–	146	56	76	1*	–
34	1714	Phecullen,	Milltown,	68	47	115	74	64	138	46	59	1*	–
35	1812	Kill,	Ardclough, m.	52	–	52	52	–	52	26	24	1	–
36	1820	Kilmague,	Robertstown, m.	103	–	103	85	–	85	40	38	1*	–
37	1821	Rathmore,	Rathmore, f.	8	261	269	6	279	285	34	36	–	1*
38	1972	Kill,	Kill, m.	77	–	77	84	–	84	41	50	1*	–
39	1973	Do.	Do. f.	–	69	69	–	84	84	27	45	–	1
40	2033	Narraghmore,	Old Grange,	37	10	47	50	10	60	16	19	1	–
41	2105	Great Connell,	Newbridge, m.	127	–	127	154	–	154	54	55	1*	–
42	2106	Do.	Do. f.	–	101	101	–	125	125	38	50	–	1
43	2169	Ardkill,	Dernturn,	60	45	105	45	–	45	47	28	1*	–
44	2284	Newbridge,	Twomilehouse, Ord. Agrl. m.	75	–	75	85	–	85	31	36	1	–
45	2291	Kildangan,	Kildangan, m.	102	–	102	93	–	93	51	43	1*	–
46	2292	Do.	Do. f.	–	115	115	–	120	120	59	63	–	1
47	2293	Rathmore,	Eadestown,	–	–	–	67	–	67	–	23	1	–
48	2344	Leixlip,	Leixlip, m.	68	–	68	69	–	69	22	29	1	–
49	2345	Do.	Do. f.	–	90	90	–	130	130	21	43	–	1*
50	2491	Kilmague,	Robertstown, f.	–	107	107	–	90	90	41	40	–	1
51	2541	Ballysax,	Ballysax, No. 1, m.	44	–	44	80	2	82	25	31	1*	–
52	2669	Moone,	Moone, f.	–	62	62	–	81	81	17	21	–	1
53	2712	Dunmanogue,	Levitstown, f.	–	44	44	–	46	46	22	25	–	1*
54	3109	Bodenstown,	Sallins,	74	–	74	52	–	52	34	31	1*	–
55	3155	Tipper,	Naas, Workhouse,	117	156	273	86	101	187	226	168	1* –	– 1*
56	3213	Cadamstown,	Ballyna, m.	60	–	60	60	–	60	30	28	1*	–
57	3236	Kill,	Ardclough, f.	–	46	46	–	40	40	17	34	–	1
58	3246	Naas,	Naas, f.	–	248	248	–	280	280	110	141	–	2
59	3427	Cadamstown,	Johnstown Bridge, m.	62	–	62	74	–	74	29	35	1	–
60	3428	Do.	Do. f.	–	46	46	–	67	67	24	37	–	1
61	3862	Churchtown,	Athy, Workhouse,	149	177	326	130	128	258	214	233	1* –	– 1*
62	3882	Kilberry,	Kilberry, Ord. Agri. m.	68	–	68	44	–	44	24	20	1	–
63	3925	Kilteel,	Kilteel,	44	37	81	38	33	71	22	30	1	–
64	4174	Naas,	Naas, m.	188	–	188	214	–	214	93	108	1*	–
65	4182	Larabrian,	Maynooth, m.	127	–	127	119	–	119	59	71	1*	–
66	4316	Tipperkevin,	Tipperkevin,	40	21	61	48	25	73	25	35	1	–

[a] Residence and 1½ acre of land rent free for teacher.

on the 31st December, 1855.—Province of LEINSTER: County of KILDARE—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.				Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.																			
Class.	Religion.	Assistants. Males.	Assistants. Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.		School Fees.		Subscriptions.		Total Amount of Local Contributions.			
								£ s. d.	£ s. d.	£ s. d.		£ s. d.		£ s. d.		£ s. d.			
3²	R.C.	–	–	–	1	–	2	4 3 7	—	21 13 4		17 4 0		—		17 4 0			8
Nun.	R.C.	–	–	–	–	1	2	2 2 1	—	31 16 8		—		—		—			9
3²	R.C.	–	–	–	–	–	1	0 12 2	—	16 0 0		3 4 2		—		[a]3 4 2			10
2²	R.C.	–	–	–	–	–	1	1 4 9	—	22 0 0		1 10 0		—		[b]1 10 0			11
2¹	R.C.	–	–	–	–	–	1	0 11 5	—	19 10 0		—		10 0 0		[b]10 0 0			12
2¹	R.C.	–	–	–	1	–	2	1 16 0	—	30 3 4		0 19 10		—		0 19 10			13
2²	R.C.	–	–	–	–	–	1	0 18 8	—	18 0 0		2 3 8				2 3 8			14
3²	R.C.	–	–	–	–	–	1	—	—	16 0 0		4 4 9		—		4 4 9			15
2²	R.C.	–	–	–	–	–	1	1 12 0	—	18 0 0		1 14 10		—		1 14 10			16
Nuns.	R.C.	–	–	–	–	1	3	2 14 4	—	32 0 0		—		20 0 0		20 0 0			17
3¹	R.C.	–	–	–	1	–	2	4 2 1	—	24 6 8		8 16 10		—		8 16 10			18
2²	R.C.	–	–	1	–	–	2	0 19 6	—	26 0 0		10 0 0		—		[b]10 0 0			19
2¹	R.C.	–	–	–	1	–	2	0 16 1	—	24 0 0		4 2 7		5 10 0		[b]9 12 7			20
1³	R.C.	–	–	–	1	–	2	1 15 1	—	28 10 0		7 19 3		—		7 19 3			21
2²	R.C.	–	–	–	–	–	1	1 2 8	—	14 1 8		2 3 2		—		[b]2 3 2			22
3¹	R.C.	–	–	–	–	–	1	1 15 11	1 10 0	18 6 8		2 16 10		—		2 16 10		v.t.	23
1³	R.C.	–	–	–	–	–	1	0 6 8	1 10 0	21 10 0		5 13 8		1 0 0		[b]6 13 8		v.t.	24
Nun.	R.C.	–	–	–	–	–	1	1 0 0	—	17 10 0		—		—		—		v.t.	25
3²	R.C.	–	–	–	–	–	1	0 7 9	1 10 0	17 0 0		2 18 10		—		2 18 10		v.t.	26
2²	R.C.	–	–	–	–	–	1	1 6 2	1 10 0	22 0 0		4 18 6		—		[b]4 18 6		v.t.	27
1³	R.C.	–	–	–	–	–	1	1 0 0	—	30 0 0		4 6 1		—		4 6 1		v.t.	28
3²	R.C.	–	–	–	–	–	1	—	1 10 0	14 0 0		1 18 4		—		[b]1 18 4		v.t.	29
2²	R.C.	–	–	–	–	–	1	0 15 3	—	18 0 0		3 13 4		—		3 13 4		v.t.	30
3²	R.C.	–	–	–	–	–	1	0 10 7	1 10 0	16 0 0		2 12 9		—		2 12 9			31
3²	R.C.	–	–	–	–	–	1	0 10 3	—	16 0 0		6 12 4		—		6 12 4		v.t.	32
2²	R.C.	–	–	–	–	–	1	2 19 11	—	20 6 8		23 0 0		—		[b]23 0 0		v.t.	33
2²	R.C.	–	–	–	–	–	1	1 18 6	1 10 0	22 0 0		8 15 8		—		[b]8 15 8			34
3²	R.C.	–	–	–	–	–	1	0 5 10	—	16 0 0		2 8 10		—		[b]2 8 10		v.t.	35
2²	R.C.	–	–	–	–	–	1	0 18 8	1 10 0	23 0 0		3 8 1		—		3 8 1		v.t.	36
3¹	R.C.	–	–	–	–	–	1	1 15 10	—	16 0 0		2 14 11		11 0 0		[b]13 14 11			37
–	R.C.	–	–	–	–	–	1	0 16 4	—	22 0 0		4 12 11		—		4 12 11		B.	38
2²	R.C.	–	–	–	–	–	1	1 11 3	—	18 10 0		3 0 7		—		3 0 7		B.	39
3²	R.C.	–	–	–	–	–	1	0 11 4	—	16 0 0		4 15 9		—		4 15 9		v.t.	40
1²	R.C.	–	–	–	–	–	1	2 14 11	1 17 6	34 0 0		11 15 7		—		11 15 7		v.t.	41
3¹	R.C.	–	–	–	–	–	1	1 5 0	1 10 0	17 0 0		7 0 0		—		7 0 0		v.t.	42
2²	R.C.	–	–	–	–	–	1	1 13 9	—	24 10 0		5 5 0		—		5 5 0		v.t.	43
2²	R.C.	–	–	–	–	–	1	1 0 7	—	27 0 0		5 13 4		8 13 2		[b]14 6 6			44
2²	R.C.	–	–	–	–	–	–	2 13 0	—	17 0 0		3 6 10		—		3 6 10			45
3¹	R.C.	–	–	1	–	–	2	1 1 1	—	22 16 8		4 11 11		—		[b]4 11 11			46
2²	R.C.	–	–	–	–	–	1	1 2 7	—	13 10 0		0 1 8		—		[b]0 1 8			47
Prob.	R.C.	–	–	–	–	–	1	0 1 7	—	12 8 4		1 10 7		—		1 10 7		B.	48
3²	R.C.	–	–	–	–	–	1	1 12 3	—	12 18 4		4 5 0		—		4 5 0		B.	49
3²	R.C.	–	–	–	–	–	1	0 7 0	—	15 3 4		3 14 3		—		3 14 3		v.t.	50
2²	R.C.	–	–	–	–	–	1	0 11 0	—	21 8 4		3 8 0		—		3 8 0			51
Prob.	R.C.	–	–	–	–	–	1	0 9 0	1 10 0	13 10 0		2 19 0		—		2 19 0			52
3¹	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0		5 16 0		—		5 16 0		v.t.	53
3²	R.C.	–	–	–	–	–	1	0 5 0	1 10 0	14 0 0		5 9 7		—		5 9 7			54
3¹	R.C.	–	–	1	–	–	3	7 11 11	4 2 6	—		—		—		—			55
2²	R.C.	–	–	–	–	–	1	1 2 6	—	22 0 0		2 5 3		5 0 0		[b]7 5 3		v.t.	56
3²	R.C.	–	–	–	–	–	1	1 2 2	1 10 0	14 15 0		2 1 8		5 0 0		7 1 8		v.t.	57
Nuns.	R.C.	–	–	–	–	–	2	2 1 10	3 0 0	27 10 0		13 0 6		—		13 0 6			58
3¹	R.C.	–	–	–	–	–	1	0 17 3	1 10 0	19 0 0		5 11 1		—		5 11 1		v.t.	59
3¹	R.C.	–	–	–	–	–	1	0 4 9	1 10 0	17 0 0		3 14 4		—		3 14 4		v.t.	60
2²	R.C.	–	–	–	–	–	2	8 11 2	—	—		—		—		—			61
Prob.	R.C.																		
3²	E.C.	–	–	–	–	–	1	1 18 0	—	26 10 0		3 0 0		16 0 0		[b]19 0 0			62
3¹	R.C.	–	–	–	–	–	1	1 1 2	1 10 0	19 0 0		2 19 8		—		2 19 8		v.t.	63
1³	R.C.	–	–	–	1	–	2	4 16 5	—	42 10 0		30 0 0		—		30 0 0			64
1³	R.C.	–	–	–	1	–	2	1 2 1	—	34 1 8		5 6 1		20 0 0		[b]25 6 1			65
3²	R.C.	–	–	–	–	–	1	1 13 1	1 10 0	16 0 0		2 11 0		—		2 11 0			66

[b] Residence rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of	
				31st March, 1855.			30th Sept., 1855.					Principal	
												No.	
				Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females.
67	4997	St. Michael,	Athy, f.	–	106	106	–	150	150	85	100	–	1
68	5318	Kilberry,	Kilberry, f.	–	43	43	–	48	48	21	15	–	1*
69	5350	Donacomper,	Abbey, m.	101	–	101	139	73	212	45	68	1*	–
70	5351	Do.	Do. f.	–	103	103	–	110	110	37	57	–	1
71	5549	Kilberry,	Geraldine,[b]	30	21	51	–	–	–	–	–	1	–
72	5774	Timolin,	Ballitore, m.	67	–	67	68	–	68	31	38	1*	–
73	5838	Killashee,	Twomilehouse, f.	–	48	48	–	58	58	24	36	–	1
74	5839	Lackagh,	Lackagh,	38	41	79	45	44	89	26	44	1*	–
75	6126	Castledermot,	Castledermot, m.	116	–	116	126	–	126	33	61	1*	–
76	6127	Do.	Do. f.	–	60	60	–	84	84	22	32	–	1
77	6155	Timolin,	Ballitore,[b] f.	–	–	–	–	–	–	–	–	–	–
78	6174	Clane,	Rathcoffey, m.	56	–	56	39	–	39	31	31	1*	–
79	6181	Do.	Do. f.	–	22	22	–	35	35	19	23	–	1
80	6209	St. Michael's	Athy, Dist. Model m.	147	–	147	177	–	177	80	86	1	–
81	6210	Do.	Do. f.	–	56	56	–	90	90	40	45	–	1
82	6313	Timahoe,	Timahoe,	56	28	84	56	32	88	44	45	1*	–
83	6615	St. Michael's,	Athy, Dist. Model inft.	32	26	58	48	41	89	37	54	–	1
84	6699	Bodenstown,	Sallins, f.	–	75	75	–	86	86	52	53	–	1
85	6749	Cadamstown,	Cadamstown, f.	–	55	55	–	75	75	33	35	–	1*
86	6752	Great Connell,	Athgarvan,	39	23	62	56	31	87	34	30	1*	–
87	6757	Nurney,	Nurney,	71	58	129	70	51	121	48	45	1*	–
88	7069	Carbury,	Kilshanroe,	34	28	62	15	20	35	26	17	1	–
89	7296	Ardkill,	Derinturn, f.	–	–	[c]–	–	63	63	[c]–	35	–	1
90	7300	Narraghmore,	Crookstown,	–	–	–	–	–	[c]–	–	[c]–	–	1*
91	7303	Do.	Ballymount,	–	–	–	–	–	[c]–	–	[c]–	1*	–
			Total in Kildare,	4,288	4,214	8,502	4,562	4,593	9,155	3,811	4,390	53	42

COUNTY OF

1	788	Aharney,	Lisdowney, m.	93	–	93	103	–	103	44	54	1	–
2	789	Do.	Do. f.	–	58	58	–	80	80	24	27	–	1*
3	790	Grange,	Churchhill, m.	60	–	60	74	–	74	28	40	1	–
4	791	Killarney,	Bennet's Bridge,	55	42	97	59	39	98	56	45	1	–
5	792	Dunkitt,	Dunkitt, m.	57	32	89	63	45	108	39	54	1*	–
6	793	Ooning,	Ooning, Ord. Agr. m.	54	–	54	58	–	58	20	30	1*	–
7	794	Do.	Do. f.	–	60	60	–	75	75	20	30	–	1
8	795	Fiddown,	Tubbernabrona, m.	62	–	62	101	–	101	24	40	1*	–
9	796	Freshford,	Freshford, m.	105	–	105	103	–	103	41	43	1*	–
10	797	Do.	Do. f.	–	101	101	–	102	102	32	33	–	1*
11	798	Graig,	Graig, m.	263	–	263	256	–	256	114	145	1*	–
12	799	Do.	Do. f.	–	183	183	–	217	217	71	106	–	1*
13	800	Grange Sylvia,	Goresbridge, m.	133	–	133	154	–	154	36	66	1*	–
14	801	Do.	Do. f.	–	140	140	–	133	133	36	50	–	1*
15	802	Rathbeagh,	Cloan, m.	43	–	43	44	–	44	17	16	1*	–
16	803	Do.	Do. f.	–	46	46	–	41	41	17	15	–	1
17	805	St. Mary's,	Chapel-lane,	70	–	70	74	–	74	34	30	1*	–
18	806	Do.	Kilkenny, f.	–	403	[c]403	–	407	[c]407	[c]199	[c]205	–	4
19	807	Shankhill,	Bornafea,	45	21	66	55	24	79	21	33	1	–
20	808	Urlingford,	Urlingford, m.	134	–	134	145	–	145	60	65	1*	–
21	1118	Castlecomer,	Castlecomer, m.	270	–	270	259	–	259	132	145	1*	–
22	1152	Powerstown,	Coppenagh,	27	23	50	39	27	66	28	42	1	–
23	1154	Do.	Skeogvostheen, m.	26	27	53	44	33	77	17	32	1	–
24	1155	Do.	Do.[b] f.	–	–	–	–	–	–	–	–	–	–
25	1201	Kilnacevogue,	Robinstown, m.	98	–	98	99	–	99	26	45	1	–
26	1287	Kilculliheen,	Kilculliheen, m.	130	–	130	120	–	120	40	50	1*	–
27	1299	Callan,	Callan, m.	205	–	205	182	–	182	90	99	1*	–
28	1300	Danesfort,	Danesfort,	54	31	85	55	38	93	39	41	–	1*
29	1301	St. John's,	St. John's, m.	116	–	116	136	–	136	60	73	1*	–

[a] Residence rent free for teacher.

[b] Temporarily closed.

on the 31st December, 1855.—Province of LEINSTER: County of KILDARE—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.										Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.										Vested or Non-Vested.	Number.
Teachers.																													
Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.					
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
Nun.	R.C.	–	–	–	–	–	1	7	0	0	—			18	15	0	5	11	3	—			[a] 5	11	3			67
3[2]	E.C.	–	–	–	–	–	1	0	3	9	—			14	0	0	3	0	0	10	0	0	[a]13	0	0			68
1[3]	R.C.	–	–	–	–	–	1	0	19	3	6	17	0	33	10	0	11	12	3	5	0	0	[a]16	12	3			69
Prob.	R.C.	–	–	–	–	–	1	0	10	9	1	17	6	14	0	0	5	12	11	5	0	0,	[a]10	12	11			70
3[2]	R.C.	–	–	–	–	–	1		—			—		14	11	8	3	0	0		—		[a]3	0	0			71
3[1]	R.C.	–	–	–	1	–	2	0	16	10	1	10	0	26	8	4	8	10	3		—			8	10	3			72
3[2]	R.C.	–	–	–	–	–	1	0	14	2	1	10	0	14	0	0	4	16	4		—		[a]1	16	4			73
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	20	0	0	6	19	0	5	0	0	11	19	0			74
Prob.	R.C.	–	–	–	–	–	1		—			—		13	10	0	2	4	11		—			2	4	11			75
3[2]	R.C.	–	–	–	–	–	1	1	8	4		—		13	10	0	3	13	6		—			3	13	6			76
–	–	–	–	–	–	–	–		—			—			—			—			—			—					77
3[1]	R.C.	–	–	–	–	–	1	0	3	7		—		33	11	8	4	15	4	3	0	0,	[a]7	15	4			78
Prob.	R.C.	–	–	–	–	–	1	0	3	0		—		11	0	0	1	16	2		—			1	16	2			79
–	R.C.	1	–	–	1	–	3	12	10	3	18	6	3		—		36	18	8		—			36	18	8	v.c.		80
–	R.C.	–	–	–	–	3	4		—		10	12	0		—		7	8	2		—			7	8	2	v.c.		81
2[1]	R.C.	–	–	–	–	–	1	1	16	8	1	10	0	24	0	0	7	1	10	15	0	0,	[a]22	1	10			82
–	E.C.	–	–	–	–	2	3		—			—			—		16	10	2		—			16	10	2	v.c.		83
Nun.	R.C.	–	–	–	–	–	1		—		1	17	6	13	13	4	9	5	0		—			9	5	0			84
3[2]	R.C.	–	–	–	–	–	1		—			—		14	0	0	1	18	0	5	0	0	[a]6	18	0			85
3[2]	R.C.	–	–	–	–	–	1	1	15	10		—		12	10	0	6	6	7		—		[a]6	6	7			86
3[1]	R.C.	–	–	–	–	–	1	1	0	0		—		19	0	0	4	11	7		—		[a]4	11	7			87
2[2]	R.C.	–	–	–	–	–	1	0	7	2		—		12	15	0	2	8	6	5	9	0,	[a]7	17	6			88
Prob.	R.C.	–	–	–	–	–	1		—		4	10	0	2	0	0	2	5	0		—		[a]2	5	0			89
3[1]	R.C.	–	–	–	–	–	1	2	5	11	5	19	6		—		3	18	7		—			3	18	7			90
2[3]	R.C.	–	–	–	–	–	1		—		4	10	0		—		1	18	9		—			1	18	9			91
–	–	1	–	4	10	7	117	130	19	5	94	19	9	1,091	1	10	471	8	1	155	12	2	627	0	3			91

KILKENNY—158 Schools.

3[1]	R.C.	–	–	–	–	–	1	1	1	0		—		19	0	0	5	19	4		—			5	19	4			1
3[1]	R.C.	–	–	–	–	–	1		—			—		15	10	0	5	0	0		—			[a]5	0	0			2
3[2]	R.C.	–	–	–	–	–	1	1	5	1	1	10	0	12	10	0	5	1	4		—			5	1	4	v.t.		3
3[2]	R.C.	–	–	–	–	–	1	3	0	1		—		19	0	0	6	7	4		—			6	7	4			4
2[2]	R.C.	–	–	–	–	–	1	2	4	1		—		22	0	0	9	5	0		—			9	5	0	v.t.		5
2[1]	R.C.	–	–	–	–	–	1	0	11	2		—		29	0	0	2	1	3	8	3	6	[a]10	4	9			6
Prob.	R.C.	–	–	–	–	–	1		—			—		11	0	0	2	10	11	2	0	0		4	10	11			7
3[1]	R.C.	–	–	–	–	–	1	1	3	1		—		12	10	0	1	1	2	2	0	0		3	1	2	v.t.		8
1[3]	R.C.	–	–	–	–	–	1	1	10	9		—		28	10	0	4	0	0		—			4	0	0			9
2[2]	R.C.	–	–	1	–	–	2	0	10	9		—		26	0	0	3	0	0		—			3	0	0			10
1[1]	R.C.	1	–	–	1	–	3	5	0	0		—		64	6	8	14	16	9	7	0	0		21	16	9			11
2[1]	R.C.	–	1	–	–	–	2		—			—		30	10	0	7	2	6	3	10	0		10	12	6			12
3[2]	R.C.	1	–	–	–	–	2	1	13	4		—		28	10	0	2	11	0		—			2	11	0			13
2[3]	R.C.	–	1	–	–	–	2	1	1	1		—		28	3	4	2	10	2		—			2	10	2			14
3[1]	R.C.	–	–	–	–	–	1	0	15	0		—		20	0	0	2	2	3		—			2	2	3			15
–	R.C.	–	–	–	–	–	1		—			—		12	0	0	1	12	8		—			[a]1	12	8			16
3[1]	R.C.	–	–	–	1	–	2		—			—		45	8	4	1	18	6	1	13	4		[a]3	11	10			17
Nuns.	R.C.	–	–	–	–	–	4	14	17	7		—		58	10	0		—			—				—				18
3[1]	R.C.	–	–	–	–	–	1	1	12	9	1	10	0	19	0	0	0	13	9	1	10	0		2	3	9	v.t.		19
1[3]	R.C.	1	–	–	–	–	2		—			—		40	1	8	10	10	9	2	10	0		13	0	9			20
1[3]	R.C.	1	–	–	1	–	3	1	17	10		—		49	15	0	7	7	4	12	0	0		19	7	4			21
3[2]	R.C.	–	–	–	–	–	1	1	2	6		—		16	0	0	3	7	0		—			3	7	0	v.t.		22
3[2]	R.C.	–	–	–	–	–	1	1	0	0		—		16	0	0	2	6	0		—			2	6	0	v.t.		23
–	–	–	–	–	–	–	–		—			—			—			—			—				—		v.t.		24
–	R.C.	–	–	–	–	–	1	0	10	9		—		16	0	0	1	10	11		—			1	10	11	v.t.		25
1[3]	R.C.	–	–	–	–	–	1	1	3	7		—		16	0	0	5	0	3		—			5	0	3	v.t.		26
1[1]	R.C.	–	1	–	1	–	3	3	2	3	2	5	0	57	16	8	9	15	2	11	0	0		23	15	2			27
3[1]	R.C.	–	–	–	–	–	1	0	13	7	1	10	0	19	0	0	7	9	0		—			[a]7	9	0	v.t.		28
1[2]	R.C.	1	–	–	1	–	3	5	2	9	1	17	6	50	10	6	11	4	9		—			11	1	9	v.t.		29

[a] Not taken into connexion until after this date.

[d] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
30	1302	Tullaroan,	Tullaroan, m.	98	–	98	100	–	100	53	50	1*	–
31	1468	Fiddown,	Tubbernabrona, f.	–	47	47	–	50	50	23	22	–	1
32	1514	Kilculliheen,	Kilculliheen, f.	–	133	133	–	102	102	43	48	–	1*
33	1552	Castlecomer,	Castlecomer, f.	–	300	300	–	328	328	142	176	–	2
34	1605	Callan,	Callan, f.	–	206	206	–	198	198	97	101	–	1*
35	1716	Aharney,	Ballyconra,	42	16	58	34	20	54	30	29	1	–
36	1717	Gowran,	Gowran, m.	178	–	178	182	–	182	76	94	1*	–
37	1781	Do.	Do. f.	–	114	114	–	125	125	51	60	–	1*
38	1799	Clough,	Clough,	81	57	138	63	67	130	39	38	1*	–
39	1840	Rosbercon,	Rosbercon, m.	48	–	48	65	–	65	26	33	1	–
40	1841	Listerling,	Mullinakill,	52	–	[b]52	72	–	72	17	40	1	–
41	1855	Dunkitt,	Dunkit,[a] f.	–	–	–	–	–	–	–	–	–	–
42	1915	Shankill,	Paulstown, f.	–	115	115	–	129	129	41	69	–	1*
43	1916	Innistiogue,	Innistiogue, m.	133	–	133	131	–	131	69	59	1*	–
44	1962	Tubrid,	Kilnaspig,	42	19	61	43	31	74	30	43	1	–
45	2137	Balleen,	Creenkill,	35	26	61	42	24	66	23	20	1	–
46	2181	Thomastown,	Thomastown, f.	–	112	112	–	160	160	35	60	–	1
47	2248	Tullowherrin,	Tullowherrin,	61	18	79	61	25	86	36	34	1	–
48	2249	Clomanto,	Clomanto,	78	49	127	62	42	104	28	50	1*	–
49	2312	Eirke,	Crosspatrick, m.	75	–	[b]75	58	–	[b]58	[b]32	[b]23	1*	–
50	2313	Do.	Do. f.	–	106	106	–	61	61	58	28	–	1
51	2542	Rathpatrick,	Slieverne, m.	63	–	63	84	–	84	21	41	1*	–
52	2543	Do.	Do. f.	–	74	74	–	98	98	18	45	–	1*
53	2676	Clough,	Gazebo, m.	126	–	126	135	–	135	54	88	1*	–
54	2713	Kilnacevogue,	Robinstown, f.	–	84	84	–	96	96	22	45	–	1
55	2749	Aharney,	Ballyragget, m.	102	–	102	83	–	83	37	36	1*	–
56	2788	Castlecomer,	Phirodah, m.	56	–	56	49	–	49	27	32	1*	–
57	2789	Do.	Do. f.	–	45	45	–	50	50	25	31	–	1
58	2918	Fertagh,	Johnstown, m.	66	–	66	70	–	70	35	35	1	–
59	2919	Do.	Do. f.	–	87	87	–	66	66	43	38	–	1*
60	2961	Dunkitt,	Bigwood,	38	32	70	55	46	101	22	60	1	–
61	3029	Stonecarthy,	Stoneyford, m.	94	–	94	84	–	84	35	36	1*	–
62	3030	Do.	Do. f.	–	76	76	–	69	69	35	34	–	1
63	3045	Roer,	Roer,	120	–	120	140	–	140	42	70	1*	–
64	3110	St. Canice,	Bonnetstown,	71	44	115	58	31	89	37	35	1	–
65	3141	Castlecomer,	Gazebo, f.	–	125	125	–	136	136	52	78	–	1
66	3247	Rathcoole,	Johnswell, m.	65	–	65	71	–	71	20	21	1*	–
67	3369	Rosbercon,	Rosbercon, f.	–	63	63	–	59	59	22	31	–	1
68	3378	Callan,	Callan, Workhouse,	94	96	190	67	72	139	147	128	1* –	– 1*
69	3413	St. John's,	St. John's, f.	–	82	82	–	83	83	35	44	–	1
70	3459	Ullard,	Ullard,	41	46	87	36	50	86	16	39	1*	–
71	3479	Kilbeacon,	Mullinavatt, f.	–	43	43	–	137	137	20	77	–	1
72	3507	St. John's,	Kilkenny, Workhouse,	147	149	296	210	203	[b]413	263	[b]278	1* –	– 1*
73	3530	Tullaroan,	Tullaroan, f.	–	75	75	–	79	79	34	39	–	1*
74	3628	Aharney,	Ballyragget, f.	–	99	99	–	94	94	37	42	–	1
75	3683	Eirke,	Moonenamuck, m.	71	–	71	54	–	54	30	26	1	–
76	3684	Do.	Do. f.	–	80	80	–	72	72	31	23	–	1
77	3757	Dysartmoon,	Tullogher,	65	35	100	72	45	117	37	68	1	–
78	3808	Thomastown,	Thomastown, m.	128	–	128	140	–	140	50	70	1*	–
79	3831	Muckalee,	Ballyfoile,	78	–	78	97	–	97	32	41	1*	–
80	3832	Do.	Muckalee,	58	–	58	59	–	59	30	19	1	–
81	3839	Killaloe,	Desart,	61	39	100	83	52	135	56	56	1*	–
82	3847	Castlecomer,	Smithstown, m.	59	–	59	42	–	42	22	23	1	–
83	3873	Kilbeacon,	Mullinavatt, m.	64	–	64	108	–	108	25	46	1	–
84	3877	Listerling,	Mullinakill, f.	–	40	40	–	56	56	14	29	–	1
85	4193	Coolcraheen,	Clinstown, m.	72	–	72	64	–	64	22	26	1	–
86	4194	Do.	Do. f.	–	42	42	–	48	48	21	25	–	1
87	4330	St. John's,	Dunmore, m.	37	–	37	62	–	62	15	20	1	–
88	4331	Do.	Do. f.	–	53	53	–	44	44	20	24	–	1
89	4477	Dysartmoon,	Brownstown, m.	69	–	69	40	–	40	18	15	1	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of LEINSTER: County of KILKENNY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	–	–	–	1	3	4	3	1	10	0	23	0	0	9	10	6	—			[a]9	10	6	V.T.	30
3[1]	R.C.	–	–	–	–	–	1		—			—		16	0	0	1	6	0	2	0	0	[a]3	6	0	V.T.	31
2[2]	R.C.	–	–	–	–	–	1		—			—		10	0	0	2	14	3	—			2	14	3	V.T.	32
Nuns.	R.C.	–	–	–	–	–	2	4	13	10	3	7	6	35	0	0	—			—			—				33
1[1]	R.C.	–	1	–	–	–	2	2	5	0	2	5	0	44	10	0	12	4	3	5	0	0	[a]17	4	3		34
2[2]	R.C.	–	–	–	–	–	1	1	4	3	1	10	0	22	0	0	5	17	8	—			5	17	8		35
2[1]	R.C.	1	–	–	–	–	2	5	12	11	1	17	6	28	13	4	10	12	4	16	10	6	[a]27	2	10		36
1[3]	R.C.	–	–	–	–	–	1	0	11	2	1	17	6	22	10	0	5	16	5	3	13	6	[a]9	9	11		37
2[2]	R.C.	–	–	–	–	–	1	0	14	10	2	5	0	22	0	0	2	2	9	—			2	2	9		38
Prob.	R.C.	–	–	–	–	–	1	1	2	8	1	10	0	12	10	0	0	17	6	—			0	17	6	V.T.	39
Prob.	R.C.	–	–	–	–	–	1		—			—		7	3	4	1	5	4	1	0	0	[a]2	5	4	V.T.	40
–	–	–	–	–	–	–	–		—		1	10	0	0	16	8	—			—			—			V.T.	41
1[2]	R.C.	–	–	–	–	–	1	2	0	0		—		26	0	0	2	6	2	—			2	6	2		42
2[2]	R.C.	1*	–	–	–	–	2	1	8	2		—		38	0	0	9	0	9	21	0	0	30	0	9		43
3[2]	R.C.	–	–	–	–	–	1	0	3	6	1	10	0	16	0	0	2	1	0	—			2	1	0		44
Prob.	R.C.	–	–	–	–	–	1	0	5	3		—		12	10	0	4	0	0	—			4	0	0	B.	45
3[1]	R.C.	–	1	–	–	–	2	4	1	0		—		27	0	0	3	7	6	—			3	7	6		46
3[2]	R.C.	–	–	–	–	–	1	1	18	8		—		24	6	8	7	0	4	—			7	0	4		47
1[2]	R.C.	–	–	–	–	–	1	2	8	3		—		34	0	0	7	16	10	—			[a]7	16	10		48
3[1]	R.C.	–	–	–	–	–	1	0	11	9		—		17	10	0	2	18	0	—			2	18	0		49
2[1]	R.C.	–	–	–	–	–	1	0	16	9		—		19	10	0	2	18	6	—			2	18	6		50
2[2]	R.C.	–	–	–	–	–	1	0	15	9		—		17	10	0	2	3	1	—			2	3	1		51
3[2]	R.C.	–	–	–	–	–	1	0	9	4	1	10	0	14	0	0	2	6	9	—			2	6	9		52
2[1]	R.C.	–	–	–	–	–	1		—			—		24	0	0	3	15	8	—			3	15	8		53
3[2]	R.C.	–	–	–	–	–	1		—			—		14	0	0	2	5	3	—			2	5	3	V.T.	54
2[1]	R.C.	–	–	–	1	–	2	1	9	3	1	10	0	28	1	8	5	17	11	—			5	17	11		55
3[1]	R.C.	–	–	–	–	–	1	2	13	2	1	10	0	11	5	0	0	14	11	—			[d]0	14	11		56
3[2]	R.C.	–	–	–	–	–	1	1	3	4		—		11	0	0	0	7	0	—			0	7	0		57
2[2]	R.C.	–	–	–	–	–	1	2	2	3	1	10	0	22	0	0	4	7	5	—			4	7	5	V.T.	58
2[2]	R.C.	–	–	–	–	1	2	0	12	10	1	10	0	22	1	8	2	10	0	—			2	10	0	V.T.	59
Prob.	R.C.	–	–	–	–	–	1	0	16	4	1	17	6	12	10	0	5	9	2	—			5	9	2		60
3[2]	R.C.	–	–	–	–	–	1	0	18	8	1	10	0	16	0	0	3	19	4	—			3	19	4		61
2[2]	R.C.	–	–	–	–	–	1	1	15	0	1	10	0	14	0	0	2	11	5	—			2	11	5		62
3[1]	R.C.	–	–	–	–	–	1	4	8	0	2	5	6	17	10	0	9	13	0	—			9	13	0		63
3[1]	R.C.	–	–	–	–	–	1	0	15	5	1	10	0	19	0	0	4	18	6	—			4	18	6		64
3[1]	R.C.	–	1	–	–	–	2		—			—		27	0	0	3	6	8	—			3	6	8		65
3[1]	R.C.	–	–	–	–	–	1	0	10	0	2	9	6	17	10	0	3	2	6	—			3	2	6		66
2[1]	R.C.	–	–	–	–	–	1		—		1	10	0	19	10	0	0	14	6	—			0	14	6	V.T.	67
3[1] / 2[1]	R.C.	–	1	–	–	–	3	8	6	4	3	0	0	—			—			—			—				68
3[1]	R.C.	–	–	–	–	1	2	1	0	0	1	10	0	20	13	4	4	7	10	—			[a]4	7	10	V.T.	69
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	1	13	0	—			1	13	0		70
2[2]	R.C.	–	–	–	–	–	1	1	6	6	1	17	6	19	0	0	4	2	3	—			4	2	3		71
1[3] / 3[1]	R.C.	–	1	–	–	–	3	11	8	11	5	5	0	—			—			—			—				72
1[2]	R.C.	–	–	–	–	–	1	0	10	2	1	10	0	25	3	4	4	7	8	—			[a]4	7	8	V.T.	73
3[2]	R.C.	–	–	–	–	1	2	0	12	0		—		34	16	8	2	15	10	—			2	15	10		74
2[2]	R.C.	–	–	–	–	–	1	0	19	9		—		22	0	0	5	16	4	—			5	16	4		75
Prob.	R.C.	–	–	–	–	–	1	0	10	7		—		11	0	0	1	3	4	—			1	3	4		76
2[2]	R.C.	–	–	–	–	–	1	0	12	7		—		22	0	0	6	10	0	11	10	0	18	0	0		77
2[1]	R.C.	1	–	–	–	–	2		—			—		36	10	0	13	9	1	—			13	9	1		78
2[1]	R.C.	–	–	–	–	–	1	0	9	3		—		24	0	0	4	7	0	—			4	7	0		79
Prob.	R.C.	–	–	–	–	–	1	1	0	4		—		15	10	0	2	10	6	—			2	10	6		80
2[2]	R.C.	–	–	1	–	–	2	4	4	11		—		30	0	0		—		20	0	0	20	0	0		81
3[1]	R.C.	–	–	–	–	–	1	1	1	0		—		28	6	8		—		—			[d]—				82
3[1]	R.C.	–	–	–	–	–	1	2	4	8		—		19	0	0	6	17	5	—			6	17	5		83
Prob.	R.C.	–	–	–	–	–	1		—			—		11	0	0	0	13	0	1	0	0	[a]1	13	0	V.T.	84
2[2]	R.C.	–	–	–	–	–	1		—		1	10	0	22	0	0	1	7	0	—			[a]1	7	0	V.T.	85
3[2]	R.C.	–	–	–	–	–	1	2	10	9	1	10	0	14	0	0	2	2	6	—			[a]2	2	6	V.T.	86
3[2]	R.C.	–	–	–	–	–	1	0	11	0	1	10	0	14	10	0	2	9	2	—			[a]2	9	2		87
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	2	11	5	—			[a]2	11	5		88
Prob.	R.C.	–	–	–	–	–	1		—			—		6	0	0	0	5	0	—			0	5	0	V.T.	89

* Temporarily closed.

[d] An acre of land rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of	
				31st March, 1855.			30th Sept., 1855.					Principal	
												No.	
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
90	4478	Dysartmoon,	Brownstown, f.	–	42	42	–	96	96	16	49	–	1
91	4601	Urlingford,	Urlingford, f.	–	133	133	1	102	103	55	59	–	1
92	4624	Rathcoole,	Johnswell, f.	–	75	75	–	83	83	27	35	–	1*
93	4881	Aghavilla,	Ballyglass, Ord. Agri.	36	33	69	56	56	112	28	62	1*	–
94	5033	Coolaghmore,	Coolagh,	55	39	94	77	48	125	44	46	1	–
95	5053	Kells,	Kells,	67	50	117	76	53	129	37	44	1	–
96	5092	Ballinamara,	Ballinamara,	39	34	73	40	34	74	35	35	1	–
97	5198	Castlecomer,	Colliery, m.	32	–	32	39	–	39	22	25	1	–
98	5199	Do.	Do. f.	–	45	45	–	48	48	20	23	1	–
99	5200	Killaloe,	Ballyline,	38	36	74	59	49	108	49	59	1	–
100	5201	Thomastown,	Mong,	51	24	75	67	35	102	35	40	1	–
101	5251	Clonamerry,	Woodstock, Mod. Agri.	87	60	147	100	98	198	55	94	1*	–
102	5259	Tasscoffin,	Rivanna,	46	25	71	43	16	59	22	25	1	–
103	5280	Do.	Boula,	72	–	72	53	–	53	28	35	1	–
104	5297	Shanboh,	Shanboh,	35	24	59	32	21	53	36	36	1	–
105	5319	Innistiogue,	Innistiogue, f.	–	193	193	–	144	144	37	46	–	1*
106	5412	Attanagh,	Ballyuskill, m.	68	–	68	84	–	84	22	31	1	–
107	5413	Do.	Do. f.	–	86	86	–	110	110	25	36	–	1*
108	5437	Pollrone,	Mooncoin, f.	–	296	296	–	306	306	127	160	–	2
109	5438	Earlstown,	Newtown,	62	46	108	49	36	85	43	46	1	–
110	5469	Castlecomer,	Chatsworth.	49	35	84	65	42	107	27	35	1	–
111	5520	Grangecloran,	Conahy, m.	132	–	132	127	–	127	51	62	1	–
112	5521	Do.	Do. f.	–	114	114	–	149	149	47	66	–	1
113	5557	Castlecomer,	Smithstown, f.	–	52	52	–	56	[b]56	26	[b]29	–	1*
114	5601	Sheffin,	Balleen,	27	27	54	38	27	65	31	26	1	–
115	5649	St. Canice,	St. Canice,	166	–	166	195	–	195	67	76	1*	–
116	5697	Killarney,	Windgap, m.	78	–	78	78	–	78	28	35	1*	–
117	5698	Do.	Do. f.	–	58	58	5	67	72	20	31	–	1
118	5713	Dysart,	Coone,	49	9	58	43	11	54	27	27	1	–
119	5730	Pollrone,	Mooncoin, m.	157	–	157	139	–	139	60	71	1*	–
120	5775	Mothwell,	Lisnafunchin,	82	41	123	68	36	104	51	48	1	–
121	5776	Listerling,	Listerling, m.	74	–	74	82	–	82	24	46	1*	–
122	5777	Do.	Do. f.	–	56	56	–	92	92	17	46	–	1*
123	5912	Grane,	Kildrina, tempy.	23	17	40	–	–	d–	10	d–	1	–
124	5927	Grange,	Churchill, f.	–	76	76	–	79	79	35	45	–	1*
125	6017	Urlingford,	Grane,	35	38	73	50	56	106	38	34	1	–
126	6183	Whitechurch,	Whitechurch,	41	28	69	52	54	106	25	54	1*	–
127	6189	Fiddown,	Piltown, Ord. Agri. m.	66	–	66	84	–	84	37	45	1*	–
128	6190	Do.	Do. f.	–	102	102	–	101	101	36	45	–	1*
129	6278	Thomastown,	Thomastown, Workh.	239	–	239	145	–	145	47	33	1*	–
												–	1
130	6289	Fiddown,	Templeorum, m.	68	–	68	82	–	82	30	41	1*	–
131	6290	Do.	Do. f.	–	81	81	–	74	74	26	33	–	1
132	6373	St. Patrick's	Foulkstown, m.	55	–	[b]55	53	–	[b]53	[b]23	[b]25	1	–
133	6374	Do.	Do. f.	–	55	55	–	59	59	35	31	–	1
134	6518	Aghaville,	Newmarket,	56	38	94	79	65	144	37	80	1*	–
135	6621	Rathpatrick,	Ringville, m.	70	–	[b]70	75	–	[b]75	[b]27	[b]34	1*	–
136	6622	Do.	Do. f.	–	26	26	–	36	36	26	36	–	1*
137	6625	Urlingford,	Urlingford, Workho.	65	105	170	63	116	[b]179	162	[b]142	1*	–
												–	1
138	6802	Tasscoffin,	Boula, f.	–	48	48	–	64	64	21	35	–	1
139	6890	Dunnamaggin,	Dunamaggan,	64	59	123	65	67	132	50	59	1*	–
140	6891	Muckalee,	Ballyfoile, f.	–	80	80	–	92	92	51	44	–	1
141	6919	Clonmore,	Clonmore,	101	64	165	102	89	191	66	83	1*	–
142	6947	Castlecomer,	Castlecomer, Workh.	47	46	93	54	23	77	70	70	1*	–
												–	1
143	6950	Roer,	Roer, f.	–	110	110	–	124	124	42	68	–	1*
144	6981	St. Canice,	Kilkenny, D. Mod. m.	106	–	106	178	–	178	46	77	1	–
145	6982	Do.	Do. f.	–	57	57	–	118	118	19	53	–	1
146	6983	Do.	Do. inf.	11	20	31	41	45	86	8	35	–	1
147	7033	Ballyhale,	Knocktopher, f.	40	82	122	36	47	83	34	44	–	1

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of LEINSTER: County of KILKENNY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.			Assistants		Workmistresses and Teachers of Embroidery.	Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1		—			—			14 0 0		2 5 6		1 10 0		3 15 6			v.t.	90
Prob.	R.C.	–	–	–	–	–	1	0	18	0	1	10	0		8 15 0		11 0 0		—		[a]11 0 0				91
3[1]	R.C.	–	–	–	–	–	1	0	6	0	1	10	0		16 0 0		3 5 0		—		3 5 0				92
3[1]	R.C.	–	–	1	–	–	2		—		1	10	0		32 0 0		2 18 0		7 0 0		[a]9 18 0				93
3[2]	R.C.	–	–	–	–	–	1	1	7	0		—			17 15 0		5 16 11		—		5 16 11				94
2[1]	R.C.	–	–	–	–	–	1	2	2	6		—			26 0 0		5 6 1		—		5 6 1				95
3[2]	E.C.	–	–	–	–	–	1	0	11	9		—			16 0 0		3 6 4		—		3 6 4				96
2[2]	E.C.	–	–	–	–	–	1	1	7	3		—			25 0 0		2 10 0		12 10 0		[a]15 0 0				97
3[2]	E.C.	–	–	–	–	–	1		—			—			13 5 0		1 16 0		2 10 0		4 6 0				98
Prob.	R.C.	–	–	–	–	–	1	1	8	6	1	10	0		11 11 8		7 13 1		—		7 13 1				99
3[2]	R.C.	–	–	–	–	–	1	0	18	6		—			16 0 0		7 1 1		—		7 1 1				100
1[3]	R.C.	–	1	–	–	–	2	2	10	2	2	2	0		61 12 6		9 6 7		33 6 10		42 13 5			v.c.	101
3[2]	R.C.	–	–	–	–	–	1		—			—			16 0 0		2 14 5		—		[a]2 14 5				102
Prob.	R.C.	–	–	–	–	–	1		—			—			12 10 0		2 0 6		—		2 0 6				103
3[2]	R.C.	–	–	–	–	–	1	1	1	10		—			16 0 0		2 0 0		2 0 0		4 0 0				104
1[2]	R.C.	–	–	–	–	1	2	1	10	4		—			35 0 0		6 6 1		10 0 0		[a]16 6 1				105
2[1]	R.C.	–	–	–	–	–	1	1	19	1		—			24 0 0		6 16 2		0 10 0		7 0 2				106
2[1]	R.C.	–	–	–	–	–	1	1	7	0		—			19 10 0		5 4 8		0 10 0		5 14 8				107
Nuns	R.C.	–	–	–	–	1	3	2	10	0		—			35 10 0		—		—		—				108
3[2]	R.C.	–	–	–	–	–	1	2	0	10		—			12 10 0		7 5 11		—		7 5 11				109
Prob.	R.C.	–	–	–	–	–	1		—			—			12 10 0		1 9 6		—		1 9 6				110
3[2]	R.C.	–	–	–	–	–	1	1	2	7		—			16 0 0		8 0 0		—		8 0 0				111
3[1]	R.C.	–	–	–	–	–	1	1	8	6		—			16 0 0		2 12 8		—		[a]2 12 8				112
1[1]	R.C.	–	–	–	–	–	1	1	5	7		—			15 16 8		—		—		[c]—				113
Prob.	R.C.	–	–	–	–	–	1	0	19	8		—			12 10 0		4 13 11		—		4 13 11				114
3[1]	R.C.	1	–	–	–	–	2	3	2	3	0	19	6		31 10 0		5 11 7		—		5 11 7			v.c.	115
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0		19 0 0		2 17 1		—		2 17 1				116
3[2]	R.C.	–	–	–	–	–	1	1	5	0	1	10	0		14 5 0		3 12 11		0 5 0		3 17 11				117
Prob.	R.C.	–	–	–	–	–	1	0	6	1	1	10	0		12 10 0		2 0 0		—		2 0 0				118
3[1]	R.C.	–	–	–	–	–	1	1	10	5	2	5	0		19 0 0		20 0 0		—		20 0 0				119
3[2]	R.C.	–	–	–	–	–	1	1	17	2	1	17	6		11 11 8		1 2 0		—		1 2 0				120
3[1]	R.C.	–	–	–	–	–	1	1	1	2	1	10	0		19 0 0		2 1 4		—		[a]2 1 4				121
3[1]	R.C.	–	–	–	–	–	1	1	5	3	1	10	0		16 0 0		2 6 6		—		[a]2 6 6				122
Prob.	R.C.	–	–	–	–	–	1		—			—			2 15 0		0 1 0		—		0 1 0				123
2[1]	R.C.	–	–	–	–	–	1	0	10	3	1	10	0		19 10 0		6 9 4		4 0 0		10 9 4				124
2[2]	R.C.	–	–	–	–	–	1	0	19	1	1	10	0		15 6 8		5 12 3		—		[a]5 12 3			v.c.	125
1[3]	R.C.	–	–	–	–	–	1	1	1	4	3	12	10		28 18 4		6 18 4		2 0 0		8 18 4			v.c.	126
2[2]	Pres.	–	–	–	–	–	1	0	16	8		—			37 3 6		11 4 1		55 13 10		[a]66 17 11				127
2[1]	E.C.	–	–	–	–	1	2	1	0	6		—			24 1 8		5 4 0		14 16 0		[a]20 0 0				128
2[1]	R.C.	–	–	–	–	–	2	2	0	6		—			—		—		—		—				129
3[1]	R.C.																								
3[1]	R.C.	–	–	–	–	–	1	1	12	6		—			20 0 0		6 9 8		2 0 0		8 9 8				130
2[1]	R.C.	–	–	1	–	–	2		—			—			26 18 4		5 0 0		3 0[d] 0		[a]8 0 0				131
3[2]	R.C.	–	–	–	–	–	1	0	17	6		—			12 10 0		2 16 0		2 0 0		4 16 0				132
3[1]	R.C.	–	–	–	–	–	1		—			—			16 0 0		4 11 3		—		[a]4 11 3				133
1[3]	R.C.	–	–	1	1	–	3	1	10	3		—			25 6 8		7 13 8		—		[a]7 13 8			v.c.	134
2[1]	R.C.	–	–	–	–	–	1	1	13	3	1	10	0		24 0 0		2 8 0		10 0 0		[a]12 8 0				135
1[3]	R.C.	–	–	–	–	–	1		—		1	10	0		21 10 0		1 4 9		10 0 0		11 4 9				136
3[2]	R.C.	–	–	–	–	–	2	3	0	0	3	7	6		—		—		—		—				137
Prob.	R.C.																								
3[2]	R.C.	–	–	–	–	–	1	0	14	0		—			21 5 0		0 17 6		—		0 17 6				138
2[2]	R.C.	–	–	–	–	–	1		—			—			22 0 0		10 12 6		—		[a]10 12 6				139
2[2]	R.C.	–	–	–	–	–	1	0	7	1		—			18 0 0		6 11 0		—		[a]6 11 0				140
2[2]	R.C.	–	–	1	–	–	2	1	19	11		—			22 0 0		5 9 11		2 0 0		[a]7 9 11				141
2[1]	R.C.	–	–	–	–	–	2	1	12	7		—			—		—		—		—				142
Prob	R.C.																								
1[2]	R.C.	–	–	–	–	–	1	1	16	0		—			26 0 0		5 9 2		—		5 9 2				143
–	R.C.	1	–	–	6	–	8	18	14	9	20	7	6		—		—		—		—			v.c.	144
–	R.C.	–	–	–	–	7	8		—			—			—		—		—		—			v.c.	145
–	E.C.	–	–	–	–	3	4		—			—			—		—		—		—			v.c.	146
3[2]	R.C.	–	–	–	–	–	1	0	6	9		—			14 0 0		3 18 1		—		3 18 1				147

[c] Half an acre of land rent free for teacher.

[d] Closed this half-year.

List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
148	7050	Ballycallan, .	Ballycallan, m.	68	–	68	50	–	50	42	34	1	–
149	7051	Do. . .	Do. f.	–	57	57	–	67	67	33	30	–	1*
150	7089	Portnascully, .	Carrigeen, . .	105	–	105	79	–	79	41	43	1	–
151	7105	St. Mary's .	Chapel-lane, inf.	105	–	105	147	–	147	57	70	1*	–
152	7211	Muckalee, .	Garrygang, temp.	18	18	36	39	31	70	26	44	1	–
153	7227	Lisnateigue, .	Moonroe, . .	43	22	65	40	18	58	24	24	1	–
154	7228	Dysart, . .	Muckalee, f.	–	78	78	–	87	87	50	48	–	1*
155	7247	Clara, . .	Church Clara, .	–	–	[b]–	62	51	113	[b]–	40	1	–
156	7259	Kilmacow, .	Kilmacow, m.	–	–	[b]–	62	–	62	[b]–	32	1*	–
157	7260	Do. . .	Do. f.	–	–	[b]–	–	95	95	[b]–	36	–	1*
158	7312	Burnchurch, .	Burnchurch, . .	–	–	–	–	–	[b]–	–	[b]–	1*	–
			Total of Kilkenny, .	7,796	6,934	14,730	8,372	7,772	16,144	6,324	7,883	101	65

KING'S

1	809	Ballyboy, . .	Ballyboy, . .	40	23	63	55	40	95	24	42	1*	–
2	810	Ballymacwilliam,	Trimblestown, .	74	–	74	70	–	70	34	31	1	–
3	812	Clonsart, . .	Clonbullock, m.	81	–	81	94	–	94	35	33	1*	–
4	813	Do. . .	Do. f.	–	72	72	–	79	79	30	33	–	1*
5	814	Croghan, . .	Kannakill, . .	73	–	[d]73	105	–	[d]105	42	50	1	–
6	818	Geashill, . .	Walshisland, . .	57	44	101	40	43	83	30	29	1	–
7	819	Kilclonfert, .	Kilclonfert, . .	61	57	118	64	72	136	67	71	1	–
8	821	Philipstown, .	Philipstown, m.	109	–	109	115	–	115	45	52	1*	–
9	823	Rahan, . .	Killina, f.	–	162	162	–	163	163	107	94	–	1
10	824	Do. . .	Rahan, Mod. Agri.	99	–	99	112	–	112	40	29	1*	–
11	825	Reynagh, . .	Banagher, m.	87	–	87	92	–	92	36	40	1*	–
12	827	Dunkerrin, .	Cangort Park, . .	53	63	116	43	42	85	45	32	1*	–
13	828	Tessarane, .	High Street, . .	–	–	[e]–	173	134	307	[e]–	143	1	–
14	829	Kilbride, . .	Tullamore, m	304	–	304	307	–	307	115	145	1*	–
15	919	Cloneyhorke, .	Portarlington, m.	217	–	217	224	–	224	57	61	1*	–
16	1303	Ballycommon, .	Kilmurry, . .	54	40	94	52	40	92	33	34	1	–
17	1426	Monasteroris, .	Edenderry, m.	131	–	131	132	–	132	65	64	1	–
18	1562	Do. . .	Do. f.	–	135	135	–	190	190	47	67	–	1
19	1718	Geashill, . .	Geashill, . .	34	31	65	32	35	67	22	29	1	–
20	1719	Ballykane, .	Cloneygown, m.	60	–	60	31	–	31	23	19	1	–
21	1721	Geashill, . .	Killeigh, . .	94	56	150	88	52	140	50	55	1	–
22	1966	Birr, . .	Parsonstown, . .	102	–	102	154	–	154	47	62	1	–
23	2080	Kilbride, . .	Tullamore, f.	–	568	568	–	543	543	236	234	–	3
24	2239	Ballyboy, . .	Broughall, . .	15	13	28	13	10	23	28	23	1	–
25	2413	Drumcullen, .	Thomastown,[f] m.	–	–	–	–	–	–	–	–	–	–
26	2414	Do. . .	Do. f.	25	97	122	25	50	75	24	24	–	1
27	2431	Ballykane, .	Raheen, . . .	47	22	69	37	32	69	30	29	1*	–
28	2762	Kinnitty, . .	Kinnitty, . .	45	23	68	34	37	71	19	23	1	–
29	2842	Eglish, . .	Eglish, . . .	38	38	[d]76	74	68	142	36	42	1	–
30	3014	Birr, . .	Barracks, . .	26	19	45	32	21	53	29	30	1	–
31	3123	Birr, . .	Eden, i.	30	23	53	38	44	82	26	38	–	1
32	3175	Cloneyhorke, .	Portarlington, f.	–	178	178	–	162	162	50	55	–	1*
33	3190	Clonsart, . .	Brackna, . .	24	27	51	29	33	62	28	30	1*	–
34	3220	Birr, . .	Birr, f.	–	400	[d]400	–	403	[d]403	156	200	–	2
35	3364	Monasteroris, .	Edenderry, Workho.,	109	108	217	110	102	212	149	143	1* –	– 1
36	3446	Kilbride, . .	Tullamore, Workho.,	146	151	297	116	156	272	204	186	1* –	– 1*
37	3691	Clonmacnoise, .	Clonfanlough, . .	47	42	89	50	30	80	32	29	1	–
38	3714	Roscomro, .	Boheraphooka, .	35	31	66	31	24	55	29	33	1	–
39	4008	Dunkerrin, .	Clooneganna, . .	65	37	102	65	42	107	43	43	1	–
40	4080	Geashill, . .	Killurine, . . .	57	69	126	68	70	138	70	65	1	–
41	4204	Clonmacnoise, .	Clonlyon, . .	55	35	90	35	34	69	23	26	1	–
42	4205	Seir Kyrans, .	Derrybeg, . .	68	42	110	54	46	100	36	33	1	–

[a] Residence rent free for teacher. [b] Not taken into connexion until after this date. [c] Residence and 1 acre of land

on the 31st December, 1855.—Province of LEINSTER : County of KILKENNY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	R.C.	–	–	–	–	–	1	0	18	10	—			13	15	0	6	4	3	—			6	4	3		148
3[1]	R.C.	–	–	–	–	–	1	0	9	10	—			16	0	0	8	0	0	—			8	0	0		149
Prob.	R.C.	–	–	–	–	–	1	1	11	8	—			12	10	0	11	11	5	—			11	11	5		150
3[1]	R.C.	–	–	–	–	–	1	0	6	0	—			25	0	0	—			20	0	0	[a]20	0	0		151
2[2]	R.C.	–	–	–	–	–	1	—			4	10	0	13	13	4	—			5	0	0	[a]5	0	0		152
2[2]	R.C.	–	–	–	–	–	1	—			4	10	0	13	13	4	—			—			[a]—				153
3[1]	R.C.	–	–	–	–	–	1	1	11	10	4	10	0	12	5	0	5	1	6	—			5	1	6		154
Prob.	R.C.	–	–	–	–	–	1	0	19	4	5	0	0	4	13	4	3	3	4	—			3	3	4		155
1[3]	R.C.	–	–	–	–	–	1	0	19	10	4	10	0	10	13	4	3	4	8	—			3	4	8		156
2[2]	R.C.	–	–	–	–	–	1	—			4	10	0	6	13	4	4	8	10	—			4	8	10		157
1[2]	R.C.	–	–	–	–	–	1	—			5	0	0	—			—			1	18	3	[c]1	18	3		158
–	–	10	9	6	13	16	220	223	8	5	155	1	10	3,129	13	10	638	16	5	338	10	9	977	7	2		158

COUNTY—85 Schools.

2[2]	R.C.	–	–	1	–	–	2	0	10	10	—			30	0	0	4	6	6	10	0	0	14	6	6		1
Prob.	R.C.	–	–	–	–	–	1	1	0	11	—			14	11	8	6	1	4	4	0	0	[a]10	1	4		2
3[1]	R.C.	–	–	–	–	–	1	0	17	3	1	10	0	19	0	0	6	0	0	—			6	0	0	v.t.	3
3[1]	R.C.	–	–	–	–	–	1	0	8	0	1	10	0	17	0	0	6	0	0	—			6	0	0	v.t.	4
3[1]	R.C.	–	–	–	–	–	1	0	10	3	—			19	0	0	5	17	1	2	10	0	[a]8	7	1		5
3[2]	R.C.	–	–	–	–	–	1	1	10	3	—			17	0	0	0	7	10	—			0	7	10		6
3[2]	R.C.	–	–	1	–	–	2	1	1	3	—			20	0	0	3	19	7	—			[a]3	19	7		7
1[3]	R.C.	–	–	–	1	–	2	3	2	8	—			23	3	4	10	5	2	—			10	5	2	v.t.	8
Nun.	R.C.	–	–	–	–	–	1	1	6	11	—			13	15	0	3	0	4	—			3	0	4		9
2[2]	R.C.	–	–	–	–	–	1	—			—			37	0	0	6	0	10	49	0	0	55	0	10	v.c.	10
2[2]	R.C.	–	–	–	–	–	1	2	13	0	1	10	0	23	0	0	7	17	7	—			[a]7	17	7		11
1[3]	E.C.	–	–	1	–	–	2	—			1	10	0	36	10	0	—			46	0	0	46	0	0		12
3[2]	R.C.	–	–	–	–	–	1	0	4	4	—			10	0	0	1	13	6	—			1	13	6		13
1[1]	R.C.	1*	–	–	1	–	3	2	10	8	—			61	1	8	—			20	0	0	20	0	0	v.t.	14
1[3]	R.C.	–	–	–	1	–	2	3	0	7	—			33	3	4	5	9	9	5	0	0	10	9	9		15
2[2]	R.C.	–	–	1	–	–	2	—			—			30	0	0	2	10	3	—			[a]2	10	3	v.t.	16
1[3]	R.C.	–	–	–	–	–	1	2	18	11	1	17	6	28	10	0	20	14	1	—			[a]20	14	1	v.t.	17
2	R.C.	–	–	–	–	–	1	—			1	17	6	20	0	0	15	9	5	—			[a]15	9	5	v.t.	18
3[1]	R.C.	–	–	–	–	–	1	0	10	4	1	10	0	20	16	8	1	15	4	—			1	15	4		19
2	R.C.	–	–	–	–	–	1	—			1	10	0	22	0	0	2	2	5	—			2	2	5		20
3[2]	R.C.	–	–	1	–	–	2	0	12	3	1	17	6	25	10	0	4	9	6	1	4	6	5	14	0	v.t.	21
1[3]	R.C.	–	–	–	1	–	2	1	9	9	—			30	10	0	5	7	4	5	0	0	[a]10	7	4		22
Nuns.	R.C.	–	–	–	–	1	4	2	0	6	—			55	0	0	1	14	6	—			1	14	6	v.t.	23
3[2]	R.C.	–	–	–	–	–	1	1	7	7	—			16	0	0	1	19	8	7	0	4	[a]9	0	0		24
–	–	–	–	–	–	–	–	—			—			—			—			—			[a]—			} v.t.	25
3[2]	R.C.	–	–	–	–	–	1	0	11	0	1	10	0	14	0	0	1	5	5	—			1	5	5	} v.t.	26
1	R.C.	–	–	–	–	–	1	1	8	0	—			24	13	4	6	1	10	—			[a]6	1	10	v.t.	27
Prob.	R.C.	–	–	–	–	–	1	1	7	2	—			12	10	0	3	10	0	—			3	10	0		28
Prob.	R.C.	–	–	–	–	–	1	0	6	4	1	17	6	12	0	0	2	1	11	—			2	1	11		29
2[2]	Pres.	–	–	–	–	–	1	0	15	1	1	10	0	22	0	0	1	15	10	8	0	0	9	15	10		30
3[2]	R.C.	–	–	–	–	–	1	0	10	9	1	10	0	14	0	0	3	1	3	—			3	1	3		31
2	R.C.	–	–	–	–	–	1	0	12	2	—			18	0	0	2	7	2	—			2	7	2		32
2[1]	E.C.	–	–	–	–	–	1	1	10	7	1	10	0	24	0	0	—			28	0	0	[a]28	0	0		33
Nuns.	R.C.	–	–	–	–	1	3	1	1	0	—			39	1	8	8	14	9	—			8	14	9		34
3[1] Prob.	R.C. R.C.	–	–	–	–	–	2	6	17	4	3	0	0	—			—			—			—				35
2[1]	R.C.	1	–	} –	–	–	4	3	1	10	4	17	6	15	0	0	—			—			—				36
2[1]	R.C.	–	1	}																							
Prob.	R.C.	–	–	–	–	–	1	0	7	1	—			12	5	0	2	4	8	—			[a]2	4	8		37
3[2]	R.C.	–	–	–	–	–	1	0	10	4	—			16	0	0	2	0	0	—			2	0	0		38
2[2]	R.C.	–	–	1	1	–	3	2	13	2	1	10	0	37	8	4	9	9	6	—			9	9	6	v.t.	39
3	R.C.	–	–	1	–	–	2	1	5	2	—			18	13	4	3	1	5	—			3	1	5		40
3[1]	R.C.	–	–	–	–	–	1	0	8	11	—			24	5	0	2	4	5	—			[a]2	4	5		41
3[2]	R.C.	–	–	–	–	–	1	1	8	9	—			16	0	0	8	5	11	—			8	5	11		42

rent free for teacher. [a] Taken from Inspector's report. * No return for this half-year. [c] Temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
43	4711	Litter,	Cadamstown,	33	48	81	41	42	83	35	32	1	–
44	4971	Clonsart,	Brackna, f.	–	68	68	–	75	75	31	36	–	1*
45	5157	Kilbride,	Clara, f.	–	79	79	–	74	74	35	35	–	1*
46	5158	Clonsart,	Brackna, m.	59	–	59	64	–	64	24	34	1*	–
47	5202	Kilbride,	Lehinch,	64	–	64	66	–	66	30	28	1	–
48	5203	Geashill,	Meelehans,	41	38	79	38	38	76	25	25	1*	–
49	5204	Do.	Ballinagar,	53	47	100	70	71	141	27	59	1	–
50	5441	Shinrone,	Shinrone, m	90	–	90	76	–	76	35	37	1*	–
51	5492	Geashil,	Clonmore,	38	28	66	38	32	70	20	30	1	–
52	5522	Lynally,	Mucklow,	37	46	83	45	49	94	28	60	1	–
53	5748	Rahan,	Island Parish, m.	104	–	104	103	–	103	42	40	1	–
54	5749	Do.	Do. f.	–	87	87	–	103	103	35	35	–	1
55	5778	Arduurcher,	Horseleap, m.	104	–	104	105	–	105	41	46	1*	–
56	5779	Do.	Do. f.	–	77	77	–	103	103	30	46	–	1*
57	5788	Birr,	Crinkle, m.	63	–	[b]63	82	–	82	[b]30	25	1*	–
58	5806	Dunkerrin,	Clyduff,	46	26	72	51	40	91	42	33	1*	–
59	5871	Kilbride,	Clara, i.	–	106	106	–	123	123	31	53	–	1
60	5882	Templehany,	Emill,	47	38	85	54	25	79	34	29	1	–
61	5883	Do.	Moneygall,	78	54	132	86	49	135	41	48	1	–
62	5913	Ballyboy,	Frankford, f.	–	122	122	–	105	105	57	56	–	1*
63	5971	Gallen,	Cloghan, m.	122	–	122	100	–	100	60	29	1*	–
64	5972	Do.	Do. f.	–	116	116	–	100	100	35	33	–	1*
65	6072	Killoughey,	Mount Bolus, m.	97	–	97	94	–	94	27	26	1*	–
66	6073	Do.	Do. f.	–	70	70	–	86	86	34	37	–	1*
67	6074	Rahan,	Killeranny,	27	24	51	50	37	87	27	41	1	–
68	6120	Shinrone,	Shinrone, f.	–	64	64	–	76	76	22	33	–	1
69	6128	Ballykane,	Cloneygown, f.	–	55	55	–	48	48	23	21	–	1*
70	6175	Birr,	Crinkle, temp. f.	–	93	93	–	113	113	37	52	–	1*
71	6275	Ettagh,	Coolderry, m.	102	–	102	97	–	97	29	31	1	–
72	6276	Do.	Do. f.	–	81	81	–	100	100	26	30	–	1
73	6407	Drumcullen,	Killyon,	26	20	46	53	37	90	28	34	1	–
74	6408	Wherry,	Ferbane,	56	42	[b]98	61	47	[b]108	[b]51	[b]46	1*	–
75	6409	Killaderry,	Philipstown, f.	–	98	[b]98	–	98	98	[b]48	53	–	1*
76	6410	Clonmacnoise,	Shannonbridge,	41	33	74	61	37	98	26	39	1	–
77	6427	Roscrea,	Dromakeenan,	47	24	71	81	31	112	19	26	1	–
78	6449	Banagher,	Banagher, f.	–	107	107	–	103	103	52	50	1*	–
79	6585	Kilbride,	Clara, prep. m.	205	–	205	181	–	181	71	86	1	–
80	6597	Roscrea,	Killavilla,	44	44	88	20	31	51	17	15	1	–
81	6666	Shinrone,	Ballinacor,	33	40	73	43	41	84	28	33	–	1
82	6721	Kilcoleman,	Ballyegan, Ord. Agri.	–	–	[c]–	52	41	93	–	35	1*	–
83	7106	Reynagh,	Garbally,	52	39	91	58	48	106	34	35	1	–
84	7163	Ballyboy,	Frankford, m.	102	–	102	165	–	165	51	65	1	–
85	7164	Gallon,	Shannon Harbour,	50	57	107	51	54	105	46	40	1	–
			Total in King's Co.	4,423	4,477	8,900	4,860	4,904	9,764	3,706	4,202	62	27

COUNTY OF

1	856	Templemichael,	Longford, m.	125	–	125	160	–	160	82	100	1*	–
2	857	Do.	Do. f.	–	118	118	–	163	163	66	88	–	1*
3	858	Clonbroney,	Clonbroney,	30	43	73	34	46	80	22	28	–	1
4	859	Dromara,	Moyne,	78	76	154	63	82	145	99	85	1	–
5	860	Forgany,	Forgany,	51	51	102	53	41	94	26	37	1	–
6	1158	Columbkill,	Cloonaght,	62	30	92	61	36	97	35	30	1*	–
7	1174	Clonbroney,	Balnalee, m.	103	–	103	95	–	95	35	29	1*	–
8	1177	Ardagh,	Loughill,	40	37	77	43	51	94	40	51	1*	–
9	1211	Granard,	Killeen, m.	84	–	84	70	–	70	35	28	1*	–
10	1212	Do.	Granard, f.	20	101	121	28	96	124	45	61	–	1
11	1308	Cashel,	Carrabeg, m.	69	–	69	50	–	50	26	23	1*	–
12	1419	Templemichael,	Clonahard, m.	61	–	61	64	–	64	41	30	1	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of LEINSTER: KING'S County—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.										Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	1	–	–	2	0	7	10	1	10	0	24	0	0	2	13	0	—			2	13	0		43
1[1]	R.C.	–	–	–	–	–	1	1	0	3		—		35	10	0		—		—			—				44
1[2]	R.C.	–	–	–	–	–	1	0	19	8		—		28	16	0	6	8	3	—			[c]6	8	3		45
3[1]	R.C.	–	–	–	–	–	1		—			—		19	0	0		—		—			[a]—				46
Prob.	R.C.	–	–	–	–	–	1	1	10	6		—		12	10	0		—		—			—				47
3[2]	R.C.	–	–	–	–	–	1	1	5	3		—		20	8	4	2	0	11	—			2	0	11		48
3[2]	R.C.	–	–	1	1	–	3	1	18	4		—		28	13	4	5	11	2	—			[c]5	11	2		49
2[2]	R.C.	–	–	–	–	–	1	2	4	2		—		22	0	0	5	6	9	—			[c]5	6	9		50
Prob.	R.C.	–	–	–	–	–	1	0	6	1		—		12	10	0	1	12	8	—			1	12	8		51
Prob.	R.C.	–	–	–	–	–	1	0	17	5	1	10	0	11	11	8	2	16	8	—			2	16	8		52
3[2]	R.C.	–	–	–	–	–	1	0	15	0	1	10	0	16	0	0	6	1	7	—			6	1	7		53
3[2]	R.C.	–	–	–	–	–	1	0	11	3	1	10	0	14	0	0	1	17	0	—			1	17	0		54
2[2]	R.C.	–	–	–	–	–	1	5	13	2		—		20	10	0	4	11	1	2	0	0	6	11	1		55
1[3]	R.C.	–	–	–	–	–	1	1	5	3		—		18	0	0	3	12	5	—			3	12	5		56
2[1]	R.C.	–	–	–	–	–	1	1	4	9	1	10	0	20	10	0	6	0	0	—			6	0	0		57
3[2]	R.C.	–	–	–	–	–	1	1	1	8	1	17	6	13	13	4	2	6	2	—			2	6	2		58
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	3	3	10	—			[c]3	3	10		59
Prob.	R.C.	–	–	–	–	–	1	0	10	6	1	10	0	18	0	0	4	7	8	—			4	7	8	v.c.	60
2[1]	R.C.	–	–	1	–	–	2	1	8	1		—		48	0	0	4	5	2	—			4	5	2	v.c.	61
2[3]	R.C.	–	–	–	–	–	1	1	12	3	1	10	0	18	13	4	8	9	0	—			8	9	0		62
1[3]	R.C.	–	–	–	–	–	1		—		1	10	0	28	10	0	4	11	3	1	0	0	5	11	3	v.c.	63
3[2]	R.C.	–	–	–	–	–	1	0	15	3		—		15	10	0	4	4	10	—			4	4	10	v.c.	64
3[1]	R.C.	–	–	–	–	–	1	1	11	3		—		19	0	0	3	12	3	—			3	12	3		65
1[2]	R.C.	–	–	–	–	–	1	0	13	0		—		29	0	0	4	3	3	—			4	3	3		66
Prob.	R.C.	–	–	–	–	–	1	1	6	10		—		11	15	0	10	10	0	2	5	0	12	15	0		67
Prob.	R.C.	–	–	–	–	–	1		—			—		15	0	0	1	9	7	—			1	9	7		68
3[1]	R.C.	–	–	–	–	–	1	0	12	4		—		17	10	0	2	6	5	—			2	6	5		69
2[1]	R.C.	–	–	–	–	–	1	0	16	3		—		22	10	0	6	0	0	—			6	0	0		70
3[1]	R.C.	–	–	–	–	–	1	0	14	0		—		19	0	0	2	2	0	8	0	0	10	2	0		71
3[2]	R.C.	–	–	–	–	–	1	1	4	10		—		14	15	0	1	5	11	—			1	5	11		72
3[2]	R.C.	–	–	–	–	–	1	0	4	11		—		10	11	8	2	14	1	—			2	14	1		73
3[1]	–	–	–	–	–	–	1	1	4	8		—		19	0	0	10	5	8	—			10	5	0		74
2[1]	R.C.	–	–	–	–	–	1	1	10	0		—		18	10	0	4	13	2	—			4	13	2	v.t.	75
3[3]	R.C.	–	–	–	–	–	1	0	17	0		—		16	0	0	4	18	3	—			4	18	3		76
Prob.	R.C.	–	–	–	–	–	1	1	3	4		—		12	10	0	2	11	8	—			2	11	8		77
1[3]	R.C.	–	1	–	–	–	2	1	0	0	1	17	6	35	10	0	19	19	6	—			19	19	6		78
3[1]	R.C.	–	–	–	–	–	1	4	19	3	1	17	6	19	0	0	2	1	8	—			2	1	8		79
3[2]	R.C.	–	–	–	–	–	1	0	13	10	1	10	0	12	16	8	0	6	7	—			0	6	7		80
3[2]	R.C.	–	–	–	–	–	1	0	16	9		—		11	0	0		—		—			—				81
2[2]	R.C.	–	–	–	–	–	1	1	0	0	5	0	0	8	13	4	5	10	0	—			[c]5	10	0	v.c.	82
3[2]	R.C.	–	–	–	–	–	1	1	19	8		—		14	6	8	5	10	3	2	0	0	7	10	3		83
3[2]	R.C.	–	–	–	–	–	1	1	8	9		—		14	15	0	8	0	0	—			8	0	0		84
3[2]	R.C.	–	–	–	–	–	1	1	0	0		—		14	15	0	6	14	0	—			6	14	0		85
–	–	2	2	10	6	2	111	102	14	3	57	10	0	1,758	6	0	363	19	1	200	19	10	564	18	11		85

LONGFORD—66 Schools.

1[2]	R.C.	–	–	–	–	–	1	2	7	8		—		30	0	0	14	16	1	4	10	6	[c]19	6	7		1
1[3]	R.C.	–	1	–	–	1	3	1	2	7		—		33	5	0	9	8	9	4	10	0	13	18	9		2
3[1]	R.C.	–	–	–	–	–	1	0	11	4		—		14	0	0	0	11	6	—			0	11	6		3
2[2]	R.C.	–	–	1	–	–	2	3	18	9		—		30	0	0	1	19	0	—			1	19	0		4
3[2]	R.C.	–	–	–	–	–	1	1	0	0		—		13	1	8	1	14	0	—			1	14	0		5
3[1]	R.C.	–	–	–	–	–	1	0	15	0		—		19	0	0	2	0	0	—			2	0	0		6
2[1]	R.C.	–	–	–	–	–	1	1	3	6		—		24	0	0	1	11	0	—			1	11	0	v.t.	7
3[1]	R.C.	–	–	–	–	–	1	0	14	3	1	10	0	16	0	0	1	10	6	—			1	10	6		8
3[1]	R.C.	–	–	–	–	–	1	0	10	3		—		19	0	0	1	19	9	—			1	19	9	v.t.	9
3[2]	R.C.	–	–	–	–	1	2	0	12	2		—		14	16	8	2	12	3	—			2	12	3	v.t.	10
3[2]	R.C.	–	–	–	–	–	1	0	18	0	1	10	0	16	0	0	0	7	11	—			0	7	11	v.t.	11
3[2]	R.C.	–	–	–	–	–	1	0	11	5		—		16	0	0	1	12	6	0	12	6	2	5	0	B.	12

[c] Not brought into operation until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
13	1420	Columbkill,	Cloneen, m.	53	57	110	51	57	108	71	52	1*	–
14	1435	Killashee,	Cloontagh, m.	89	–	89	83	–	83	34	44	1*	–
15	1437	Granard,	Killeen, f.	–	111	111	–	108	108	41	30	–	1
16	1495	Cashel,	Carrabeg, f.	–	70	70	–	83	83	22	25	–	1
17	1517	Granard,	Granard, m.	107	23	130	99	34	133	68	76	1*	–
18	1568	Clonbroney,	Balnalee, f.	–	86	86	–	90	90	26	26	–	1
19	1765	Shrule,	Ballymahon, m.	129	–	129	152	–	152	52	64	1*	–
20	2083	Edgeworthstown,	Edgeworthstown, m.	116	–	116	77	–	77	56	43	1*	–
21	2084	Do.	Do. f.	–	106	106	–	118	118	54	56	–	1
22	2215	Carrickredmond,	Tinelick, m.	81	–	81	53	–	53	32	30	1*	–
23	2438	Do.	Do. f.	–	89	89	–	79	79	37	31	–	1*
24	2691	Templemichael,	Clonahard, f.	–	40	40	–	34	34	21	21	–	1*
25	2790	Clonbroney,	Castlebrock,	38	27	65	37	27	64	25	27	1*	–
26	3368	Templemichael,	Longford, Workhouse,	162	194	356	117	207	324	92	81	1* –	– 1*
27	3390	Killashee,	Cloontagh, f.	–	103	103	–	83	83	25	35	–	1
28	3566	Granard,	Granard, Workhouse,	128	109	237	153	115	b268	179	130	1* –	– 1
29	3865	Shrule,	Ballymahon, f.	–	72	72	–	107	107	37	60	–	1*
30	3866	Cashel,	Clerane,	47	58	105	49	67	116	54	63	–	1
31	3919	Columbkill,	Dunbeggan,	69	54	123	65	32	97	49	33	1*	–
32	4082	Clonbroney,	Coolarty,	27	46	73	26	32	58	31	25	–	1
33	4207	Moydow,	Moydow, m.	64	–	64	69	–	69	39	43	1	–
34	4208	Do.	Do. f.	–	77	77	–	78	78	25	24	–	1
35	4263	Columbkill,	Purth,	48	47	95	49	41	90	31	38	1*	–
36	4628	Ardagh,	Glynn,	52	29	81	51	38	89	41	44	1*	–
37	5022	Granard,	Aughabrack,	63	44	107	51	43	94	76	61	1	–
38	5100	Do.	Aughnagarren, m.	59	–	59	35	–	35	25	15	1*	–
39	5115	Kilglass,	Lenamore, m.	72	–	72	69	–	69	34	35	1*	–
40	5116	Do.	Do. f.	–	74	74	–	74	74	33	33	–	1
41	5205	Do.	Ballycloghan, m.	80	–	80	75	–	75	31	30	1*	–
42	5206	Do.	Do. f.	–	82	82	–	70	70	32	25	–	1
43	5510	Granard,	Bonlahy,	71	45	116	65	38	103	54	50	1*	–
44	5511	Do.	Ferisk Hill,	35	19	54	29	24	53	26	21	1	–
45	5534	Street,	Coolamber, f.	–	48	48	–	54	54	20	24	–	1
46	5559	Rathcline,	Rathcline,	72	66	138	78	70	148	89	80	1*	–
47	5602	Abbeylara,	Abbeylara,	61	46	107	66	50	116	64	65	1	–
48	5603	Granard,	Aughnagarren, f.	–	53	53	–	60	60	25	35	–	1
49	5714	Do.	Rockpark,	76	52	128	85	51	136	71	87	1	–
50	5915	Columbkill,	Columbkill,	108	–	108	114	–	114	39	46	1*	–
51	6037	Killoe,	Glanmore,	76	42	118	76	51	127	22	39	1	–
52	6112	Clonbroney,	Lislea,	63	38	101	59	49	108	28	28	1*	–
53	6423	Killoe,	Doorock,	51	39	90	54	42	96	38	40	1	–
54	6612	Clongish,	Newtownforbes,	87	63	150	97	65	162	95	89	1	–
55	6758	Killashee,	Killashee, m.	70	–	70	71	–	71	26	20	1*	–
56	6759	Do.	Do. f.	–	75	75	–	68	68	35	29	–	1*
57	6769	Carrick Edmond,	Currachreehan, m.	80	–	80	82	–	82	29	25	1	–
58	6770	Do.	Do. f.	–	117	117	–	73	73	31	27	–	1*
59	6811	Shrule,	Ballymahon, Workho.	63	60	123	58	52	b110	97	b82	1 –	– 1
60	6829	Do.	Gurteen,	81	70	151	97	82	179	75	66	1*	–
61	7010	Killoe,	Cullyfad,	78	70	148	69	59	128	56	49	1	–
62	7070	Ardagh,	Ardagh, m.	107	–	107	95	–	95	35	34	1	–
63	7071	St. Columbkill,	Columbkill, f.	–	71	71	–	79	79	25	36	–	1
64	7134	Killoe,	Drumlish, f.	–	78	78	–	103	103	38	38	–	1*
65	7165	Ardagh,	Ardagh, f.	–	100	100	–	75	75	40	38	–	1*
66	7324	Killoe,	Drumlish, m.	–	–	c–	50	–	50	c–	34	1	–
			Total of Longford,	3,386	3,206	6,592	3,327	3,277	6,604	2,983	2,962	43	26

a Residence rent free for teacher.

b Taken from Inspector's report.

on the 31st December, 1855.—Province of LEINSTER : County of LONGFORD—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.								School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1	0	12	0	—			19	0	0	3	17	6	5	0	0	[a]8	17	6	v.t.	13
3[1]	R.C.	–	–	–	–	–	1	2	0	7	1	10	0	19	0	0	4	0	0	—			4	0	0	v.t.	14
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	—			—			—			v.t.	15
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	0	7	6	—			0	7	6	v.t.	16
1[2]	R.C.	1	–	–	1	–	3	1	13	9	—			50	0	0	10	0	0	—			10	0	0	v.t.	17
2[2]	R.C.	–	–	–	–	–	1	0	13	4	1	10	0	18	0	0	0	17	0	—			0	17	0	v.t.	18
3[1]	R.C.	–	–	–	1	–	2	2	3	6	1	17	6	19	6	8	6	8	0	1	10	0	7	18	0		19
2[2]	R.C.	–	–	–	1	–	2	0	18	7	1	10	0	26	5	0	5	17	1	—			5	17	1	v.t.	20
3[1]	R.C.	–	–	–	–	1	2	—			1	17	6	18	15	0	1	15	2	—			1	15	2	v.t.	21
3[1]	R.C.	–	–	–	–	–	1	—			0	19	6	10	10	0	1	4	3	—			1	4	3	v.t.	22
Prob.	R.C.	–	–	–	–	–	1	—			—			12	3	4	1	1	9	—			1	1	9	v.t.	23
3[2]	R.C.	–	–	–	–	–	1	0	10	0	1	10	0	14	0	0	0	12	0	0	3	4	0	15	4	B.	24
3[2]	R.C.	–	–	–	–	–	1	1	12	5	—			15	0	0	0	17	6	10	0	0	10	17	6	v.t.	25
2[2]	R.C.																										
Prob.	R.C.	–	–	–	–	–	2	4	12	9	2	12	6	—			—			—			—				26
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	2	10	0	—			2	10	0	v.t.	27
3[2]	R.C.																										
Prob.	R.C.	–	–	–	–	–	2	8	0	1	—			—			—			—			—				28
2[2]	R.C.	–	–	–	–	–	1	0	12	3	—			19	0	0	3	6	9	—			3	6	9		29
3[2]	R.C.	–	–	–	–	–	1	0	15	4	—			11	0	0	12	0	0	—			[a]12	0	0		30
3[2]	R.C.	–	–	–	–	–	1	1	14	10	—			14	0	0	0	14	0	—			0	14	0		31
2[2]	Pres.	–	–	–	–	–	1	1	11	3	—			18	0	0	—			7	10	0	[a]7	10	0		32
3[1]	R.C.	–	–	–	–	–	1	0	7	6	—			16	0	0	4	6	4	—			4	6	4		33
3[2]	R.C.	–	–	–	–	–	1	—			—			11	0	0	2	11	9	—			2	11	9		34
3[1]	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	19	0	0	2	19	6	—			2	19	6		35
3[1]	R.C.	–	–	–	–	–	1	1	1	10	—			13	0	0	2	4	6	—			2	4	6		36
2[2]	R.C.	–	–	–	–	–	1	0	15	6	—			22	0	0	2	10	10	—			2	10	10		37
3[1]	R.C.	–	–	–	–	–	1	1	8	0	—			22	3	4	—			—			—				38
3[1]	R.C.	–	–	–	–	–	1	1	10	0	2	9	6	19	0	0	2	16	0	—			2	16	0	v.c.	39
3[2]	R.C.	–	–	–	–	–	1	0	14	3	1	10	0	14	0	0	2	3	4	—			2	3	4	v.c.	40
3[1]	R.C.	–	–	–	–	–	1	0	17	3	—			19	0	0	0	14	0	—			0	14	0		41
Prob.	R.C.	–	–	–	–	–	1	—			—			11	0	0	0	16	2	—			0	16	2		42
1[3]	R.C.	–	–	–	–	–	1	1	13	7	—			16	0	0	3	10	8	—			3	10	8		43
Prob.	R.C.	–	–	–	–	–	1	0	10	5	—			13	10	0	0	6	0	—			0	6	0		44
3	E.C.	–	–	–	–	–	1	0	19	4	—			11	0	0	0	10	0	5	0	0	[a]5	10	0		45
1[3]	R.C.	–	–	1	1	–	3	11	7	1	3	8	6	34	0	0	2	0	6	13	0	0	[a]15	0	6		46
3[2]	R.C.	–	–	–	–	–	1	1	0	9	—			16	0	0	1	13	0	0	7	0	2	0	0		47
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	14	6	8	2	0	0	—			2	0	0		48
Prob.	R.C.	–	–	–	–	–	1	1	3	4	2	5	0	10	3	4	14	17	9	—			14	17	9		49
1[3]	R.C.	–	–	–	–	–	1	1	9	3	1	17	6	22	0	0	4	14	6	—			4	14	6		50
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	0	17	0	—			0	17	0		51
3[2]	R.C.	–	–	–	–	–	1	0	13	6	—			16	0	0	1	3	6	—			1	3	6		52
Prob.	R.C.	–	–	–	–	–	1	0	12	3	—			12	10	0	2	16	8	—			2	16	8		53
3[2]	R.C.	–	–	–	–	–	1	—			2	5	0	12	10	0	3	9	11	—			3	9	11		54
2[2]	R.C.	–	–	–	–	–	1	—			—			22	0	0	1	5	0	—			1	5	0		55
2[1]	R.C.	–	–	–	–	–	1	—			—			19	10	0	1	10	0	—			1	10	0		56
Prob.	R.C.	–	–	–	–	–	1	0	10	6	—			12	10	0	1	9	10	—			1	9	10		57
3[1]	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	9	8	—			1	9	8		58
3[2]	R.C.																										
2[2]	R.C.	–	–	–		–	2	7	13	0	—			—			—			—			—				59
2[1]	R.C.	–	–	–	–	–	1	1	8	2	—			22	0	0	5	0	0	—			5	0	0		60
Prob.	R.C.	–	–	–	–	–	1	1	6	7	—			12	10	0	1	18	8	0	2	6	2	1	2		61
3[1]	R.C.	–	–	–	–	–	1	1	16	2	—			16	0	0	2	5	0	—			2	5	0		62
Prob.	R.C.	–	–	–	–	–	1	—			—			11	0	0	2	13	9	—			2	13	9		63
3[2]	R.C.	–	–	–	–	–	1	1	3	6	—			10	3	4	3	0	11	—			3	0	11		64
2[2]	R.C.	–	–	–	–	–	1	1	3	1	—			14	15	0	3	10	0	—			3	10	0		65
Prob.	R.C.	–	–	–	–	–	1	—			4	0	0	4	13	4	0	19	6	—			0	19	6		66
–	–	1	1	2	4	3	80	83	11	11	40	2	6	1,099	8	4	179	16	0	52	5	10	232	1	10		66

[a] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal	
				31st March, 1855.			30th Sept., 1855.					No.	
				Males.	Females	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
1	831	Ballymackenny,	Ballymackenny, .	45	22	67	59	32	91	27	37	1	–
2	832	Barronstown, .	Kilkerly, . .	76	80	[a]156	40	50	[a]90	[a]63	[a]63	1	–
3	833	Clogher, . .	Hacketscross, . .	85	62	147	85	64	149	60	70	1	–
4	836	Dundalk, . .	Castletown, m.	66	49	115	110	68	178	35	57	1*	–
5	837	Dromiskin, .	Dromiskin, Mod. Ag. m.	116	–	116	128	–	128	45	49	1*	–
6	838	Darver, .	Darver, . . .	82	64	146	78	75	153	52	56	1*	–
7	839	Kilsaran, . .	Kilsaran, m.	67	–	67	69	–	69	32	33	1*	–
8	840	Do. . .	Do. f.	–	82	82	–	79	79	34	37	–	1
9	841	Louth, . .	Knockbridge, m.	107	89	196	109	99	208	81	71	1*	–
10	843	Porte, . .	Boicetown, m.	98	–	98	94	–	94	46	39	1*	–
11	844	Do. . .	Do. f.	–	86	86	–	74	74	36	34	–	1*
12	845	St. Mary's, .	St. Mary's, m.	138	–	138	180	–	180	55	76	1*	–
13	846	Do. . .	Do. f.	–	127	[a]127	–	–	[c]–	[a]36	[c]–	–	1*
14	847	Dundalk, . .	Dundalk, m.	159	–	159	174	–	174	69	68	1*	–
15	848	Do. . .	Do. f.	–	130	130	–	172	172	46	63	–	1
16	851	St. Peter's, .	Drogheda, f.	[c]–	871	871	–	891	891	352	458	–	5
17	852	Do. . .	Patrician, No. 1, .	225	–	225	268	–	268	101	136	1*	–
18	853	Termonfeckin, .	Termonfeckin, m.	166	–	166	177	–	177	25	39	1*	–
19	854	Tullyallen, .	Tullyallen, . .	67	51	118	72	56	128	44	58	1*	–
20	855	Do. . .	Mell, . . .	57	3	60	81	2	83	36	41	1*	–
21	1173	Haggardstown, .	Mullagharlin, . .	78	64	[a]142	70	39	[a]109	[a]38	[a]41	1*	–
22	1304	Dysart, . .	Dysart, m.	86	–	86	72	–	72	45	40	1*	–
23	1305	Drumshallon, .	Kellystown, m.	–	–	[d]–	16	–	[a]16	–	[a]12	1	–
24	1306	Dunleer, . .	Dunleer, m.	109	–	109	120	–	120	40	55	1*	–
25	1434	Dysart, . .	Dysart, f.	–	60	60	–	63	63	34	35	–	1*
26	1496	Dunleer, . .	Dunleer, f.	–	63	63	–	67	67	26	34	–	1
27	1553	Louth, . .	Louth, m.	183	–	183	160	–	160	95	83	1*	–
28	1554	Kildemock, .	Drakestown, . .	66	35	101	61	40	101	50	53	1*	–
29	1575	Roach, . .	Ballinful, m.	83	–	83	93	–	93	42	34	1*	–
30	1576	Termonfeckin, .	Cartown, m.	50	–	50	111	–	111	22	23	1	–
31	1593	Walshestown, .	Walshestown, m.	53	–	53	55	–	55	37	29	1*	–
32	2004	Termonfeckin, .	Cartown, f.	–	47	47	–	52	52	19	18	–	1
33	2081	Faughart, .	Kilcurry, . .	146	–	146	161	–	161	55	64	1*	–
34	2094	Ardee, . .	Ardee, m.	139	–	139	107	–	107	47	43	1*	–
35	2095	Do. . .	Do. f.	–	107	107	–	117	117	39	44	–	1*
36	2138	Tallonstown, .	Aclint, m.	97	–	97	71	–	71	36	25	1*	–
37	2139	Do. . .	Do. f.	–	94	94	–	–	[d]–	25	–	–	1
38	2305	Roach, . .	Ballinful, f.	–	58	58	–	50	50	26	22	–	1*
39	2322	Carlingford, .	Carlingford, m.	77	–	77	88	–	88	42	44	1	–
40	2326	Mullary, . .	Tenure, m.	88	–	88	118	–	118	33	46	1	–
41	2532	Ballymascanlan,	Rampark, m.	56	–	56	70	–	70	20	28	1*	–
42	2640	Creggan, . .	Annaghvackey, .	41	29	70	41	28	69	31	23	1*	–
43	2745	Tallonstown, .	Tallonstown, m.	95	–	95	91	–	91	52	33	1	–
44	2746	Do. . .	Do. f.	–	69	69	–	69	69	30	31	–	1
45	2791	Carlingford, .	Monksland, m.	106	–	106	116	–	116	35	54	1*	–
46	2792	Do. . .	Do. f.	–	48	48	–	96	96	26	47	–	1
47	2793	Do. . .	Mullaboy, . .	53	36	89	58	48	106	30	39	1	–
48	2794	Louth, . .	Stonetown, . .	36	42	[a]78	35	37	[a]72	[a]23	[a]23	1*	–
49	3001	Carlingford, .	O'Meath, m.	418	–	418	339	–	339	72	63	1	–
50	3002	Do. . .	Do. f.	–	84	84	–	93	93	46	26	–	1
51	3154	Drumshallow, .	Kellystown, f.	–	72	72	–	84	84	27	33	–	1*
52	3252	Louth, . .	Louth, f.	–	171	171	–	145	145	70	79	–	1*
53	3340	St. Mary's, .	Drogheda, Workho.	132	148	280	102	125	227	147	135	1* –	– 1*
54	3377	Dundalk, . .	Dundalk, Workho.	92	91	183	83	85	[a]168	112	[a]109	1* –	– 1*
55	3382	Ardee, . .	Ardee, Workhouse,	184	181	365	145	195	340	101	82	1* –	– 1*
56	3407	Ballymascanlan,	Aghameen, . .	47	45	92	50	33	83	35	40	1*	–
57	3630	Dromiskin, .	Dromiskin, f.	–	112	112	–	108	108	37	44	–	1
58	3787	Rathdrumin, .	Walshestown, f.	–	59	59	–	58	58	30	23	–	1
59	4083	Stabannon, .	Stabannon, f.	–	91	91	–	62	62	29	25	–	1

[a] Taken from Inspector's report.

[b] Residence rent free for teacher.

in operation on the 31st December, 1855.—Province of LEINSTER.

LOUTH—80 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year, in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants.		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1	3	10	4	—			16	0	0	4	0	0	—			4	0	0		1
Prob.	R.C.	–	–	–	–	–	1	—			—			13	8	4	—			—			—				2
2[2]	R.C.	–	–	–	1	–	2	1	13	0	—			27	3	4	8	2	4	—			8	2	4		3
3[1]	R.C.	–	–	–	–	–	1	1	16	3	—			17	10	0	5	17	5	—			[b]5	17	5		4
1[3]	R.C.	–	–	–	–	–	1	4	0	1	—			46	8	0	14	13	11	29	1	4	43	15	3		5
2[2]	R.C.	–	–	1	–	–	2	1	12	2	—			30	0	0	10	0	0	—			10	0	0		6
2[1]	R.C.	–	–	–	–	–	1	1	9	1	—			24	0	0	6	1	3	—			6	1	3		7
3[1]	R.C.	–	–	–	–	–	1	1	5	3	—			17	0	0	5	5	8	—			5	5	8		8
1[3]	R.C.	1	–	–	–	–	2	2	4	11	—			41	0	0	6	14	0	—			6	14	0		9
1[2]	R.C.	–	–	–	1	–	2	2	11	1	1	10	0	41	5	0	9	10	6	—			[b]9	10	6	V.T.	10
2[2]	R.C.	–	–	–	–	–	1	—			—			19	0	0	5	17	6	—			5	17	6	V.T.	11
3[1]	R.C.	1	–	–	–	–	2	0	19	11	—			31	1	8	8	3	3	—			8	3	3	B.	12
1[3]	R.C.	–	–	–	–	–	1	0	5	0	—			21	10	0	5	0	0	—			5	0	0	B.	13
3[1]	R.C.	1	–	–	–	–	2	2	8	5	—			34	10	0	5	17	11	—			5	17	11	V.T.	14
Prob.	R.C.	–	–	–	–	–	1	1	12	5	1	17	6	15	0	0	5	0	0	—			5	0	0	V.T.	15
Nuns.	R.C.	–	–	–	–	1	6	—			—			87	2	1	—			—			—				16
1[3]	R.C.	1	–	–	–	–	2	3	2	10	—			41	0	0	—			25	0	0	[b]25	0	0		17
3[2]	R.C.	–	–	–	–	–	1	1	12	6	—			15	10	0	3	6	10	—			3	6	10		18
1[2]	R.C.	–	–	1	–	1	3	2	2	1	—			42	13	4	17	9	7	2	4	0	19	13	7		19
2[2]	R.C.	–	–	–	–	–	1	1	1	9	—			22	0	0	8	3	4	—			8	3	4		20
3[2]	R.C.	–	–	1	–	–	2	2	4	8	—			24	0	0	9	1	4	—			9	1	4		21
1[3]	R.C.	–	–	–	–	–	1	1	3	8	1	10	0	28	10	0	6	14	9	2	0	0	[b]8	14	9	V.T.	22
3[2]	R.C.	–	–	–	–	–	1	—			—			8	11	8	2	10	0	—			2	10	0	A.	23
2[2]	R.C.	–	–	–	–	–	1	2	8	6	1	10	0	23	0	0	8	2	1	—			8	2	1	V.T.	24
2[1]	R.C.	–	–	–	–	–	1	—			1	10	0	19	10	0	4	3	6	2	0	0	[b]6	3	6	V.T.	25
3[2]	R.C.	–	–	–	–	–	1	0	15	5	1	10	0	14	0	0	5	2	4	—			5	2	4	V.T.	26
2[2]	R.C.	1	–	–	–	–	2	3	0	0	2	5	0	38	0	0	7	10	0	2	10	0	10	0	0	B.	27
1[2]	R.C.	–	–	–	–	–	1	1	18	3	1	10	0	34	0	0	7	16	0	10	0	0	[b]17	16	0		28
3[1]	R.C.	–	–	–	–	–	1	1	7	11	—			17	10	0	5	7	6	—			[b]5	7	6	V.T.	29
Prob.	R.C.	–	–	–	–	–	1	0	17	6	—			9	15	0	2	17	0	—			[b]2	17	0	V.T.	30
3[1]	R.C.	–	–	–	–	–	1	1	2	7	1	10	0	19	0	0	3	0	4	—			3	0	4	V.T.	31
3[1]	R.C.	–	–	–	–	–	1	—			—			16	0	0	2	8	11	—			[b]2	8	11	V.T.	32
2[1]	R.C.	–	–	–	–	–	1	3	13	8	1	10	0	24	0	0	8	12	3	2	10	0	11	2	3	V.T.,B.	33
1[2]	R.C.	–	–	–	1	–	2	1	5	3	1	17	6	42	0	0	11	10	4	—			[b]11	10	4	V.T.	34
2[1]	R.C.	–	–	–	–	–	1	—			1	10	0	18	15	0	7	5	7	—			7	5	7	V.T.	35
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	19	0	0	1	17	0	1	0	0	2	17	0	V.T.	36
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	3	5	0	1	19	0	2	0	0	3	19	0	V.T.	37
2[2]	R.C.	–	–	–	–	–	1	—			—			16	13	4	4	12	5	—			[b]4	12	5	V.T.	38
3[1]	R.C.	–	–	–	–	–	1	0	15	0	—			18	0	0	4	1	11	—			4	1	11		39
2[2]	R.C.	–	–	–	–	–	1	1	6	6	—			22	0	0	8	2	6	—			8	2	6		40
2[2]	R.C.	–	–	–	–	–	1	0	15	7	—			22	0	0	2	9	4	10	10	0	12	19	4		41
3[1]	Pres.	–	–	–	–	–	1	0	16	2	—			19	0	0	4	4	7	—			4	4	7		42
Prob.	R.C.	–	–	–	–	–	1	4	5	11	1	10	0	13	15	10	3	1	11	1	0	0	4	1	11		43
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	1	0	6	1	0	0	2	0	6		44
3[2]	R.C.	–	–	–	–	–	1	1	0	5	1	17	6	16	0	0	2	16	6	—			2	16	6	V.T	45
3[1]	R.C.	–	–	–	–	–	1	0	15	7	1	10	0	16	0	0	2	12	10	2	0	0	4	12	10	V.T.	46
3[1]	R.C.	–	–	–	–	–	1	1	7	5	—			13	13	4	3	11	5	—			3	11	5	V.T.	47
3[1]	R.C.	–	–	–	–	–	1	0	13	0	1	10	0	19	0	0	2	7	0	5	0	0	7	7	0	V.T.	48
2[2]	R.C.	–	–	–	–	–	1	1	8	10	1	10	0	22	0	0	5	0	0	—			5	0	0	V.T.	49
Prob.	R.C.	–	–	–	–	–	1	0	8	9	1	10	0	10	3	4	2	19	4	—			2	19	4	V.T.	50
1[2]	R.C.	–	–	–	–	–	1	—			1	10	0	26	0	0	3	2	3	—			3	2	3	A.	51
1[3]	R.C.	–	1	–	–	–	2	—			2	5	0	38	0	0	3	10	0	2	10	0	6	0	0	B.	52
3[1]	R.C.	–	–	–	–	–	2	4	13	10	3	7	6	—			—			—			—				53
2[2]	R.C.																										
3[1]	R.C.	–	–	–	–	–	2	5	10	7	—			—			—			—			—				54
3[2]	R.C.																										
2[2]	R.C.	–	–	–	–	–	2	3	6	9	2	12	6	—			—			—			—				55
3[1]	R.C.																										
2[2]	R.C.	–	–	–	–	–	1	1	11	8	1	10	0	22	0	0	0	15	9	15	0	0	[b]15	15	9		56
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	15	10	0	—			6	0	0	6	0	0		57
3[2]	R.C.	–	–	–	–	–	1	0	12	1	—			15	5	0	2	2	8	—			2	2	8	V.T.	58
2[2]	R.C.	–	–	–	–	–	1	—			—			18	0	0	3	1	6	3	10	0	6	11	6		59

[c] No return.

[d] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.		No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
60	4084	Kilany,	Carrickavallon,		60	70	130	49	55	104	61	44	1	–
61	4206	Termonfeckin,	Termonfeckin,	f.	–	77	77	–	74	74	25	42	–	1*
62	4410	St. Peter's,	Patrician, No. 2,		189	–	189	255	–	255	64	104	1*	–
63	4576	Collon,	Collon,	m.	78	–	78	79	–	79	35	38	1*	–
64	4577	Do.	Do.	f.	–	54	54	–	55	55	18	23	–	1*
65	4882	Ballymascanlan,	Rampark,	f.	–	37	37	–	57	57	17	26	–	1
66	4883	Do.	Bellurgan,		44	49	93	42	43	85	35	33	1*	–
67	5387	Dundalk,	Dundalk, No. 2,	f.	–	849	849	–	743	743	410	430	–	6
68	5457	Stabannon,	Stabannon,	m.	99	–	99	66	–	66	42	30	1*	–
69	5494	Ballymascanlan,	Ravensdale,	m.	92	–	92	90	–	90	37	24	1*	–
70	5558	Mapastown,	Dowdstown,		63	35	98	66	33	99	38	31	1*	–
71	5840	Ardee,	Ardee Poor,		35	25	60	40	24	64	33	35	1	–
72	6038	Dundalk,	Dundalk, No. 2,	m.	255	–	255	273	–	273	115	141	1*	–
73	6039	Do.	Do. No. 3,	m.	231	–	231	256	–	256	107	134	1*	–
74	6553	St. Peter's,	Sienna,		–	322	322	–	321	321	134	153	–	2
75	6576	Dromin,	Dromin,		36	32	68	48	29	77	38	34	1	–
76	6577	Carlingford,	Carlingford,	f.	–	61	61	–	76	76	28	32	–	1
77	6667	Moylery,	Tenure,	f.	–	64	64	–	82	82	27	34	–	1
78	6760	Ballymascanlan,	Ravensdale,	f.	–	80	80	–	77	77	25	20	–	1
79	6920	St. Peter's,	Fair-street,		95	–	95	103	–	103	60	67	1*	–
80	7177	Faughart,	Kilcurry,	f.	–	101	101	–	119	119	36	46	–	1
			Total in Louth,		5,346	5,378	10,724	5,620	5,044	10,664	4,356	4,685	52	41

COUNTY OF

1	862	Athboy,	Fraine,	m.	77	–	77	64	–	64	34	28	1*	–
2	863	Clonard,	Clonard,		59	54	113	54	60	114	46	46	1*	–
3	865	Cannistown,	Cannistown,		31	23	54	50	35	85	26	34	1*	–
4	867	Kildalkey,	Kildalkey,	m.	84	–	84	72	–	72	27	21	1	–
5	868	Do.	Do.	f.	–	76	76	–	71	71	30	30	–	1*
6	877	Johnstown,	Johnstown,		53	24	77	66	34	100	30	41	1	–
7	878	Laracor,	Dangan,		68	71	139	95	99	194	60	85	1	–
8	880	Moynalty,	Moynalty,	m.	84	–	84	68	–	68	40	37	1*	–
9	881	Do.	Do.	f.	–	89	89	–	75	75	40	31	–	1*
10	882	Navan,	Navan,	m.	117	–	117	183	–	183	45	66	1*	–
11	883	Navan,	Do.	f.	47	327	374	68	314	382	166	205	–	2
12	884	Kilbeg,	Carlanstown,	m.	100	–	100	98	–	98	55	47	1*	–
13	885	Ratoath,	Ratoath, Ord. Agrl.	m.	98	–	98	111	–	111	51	58	1*	–
14	886	Do.	Do.	f.	–	72	72	–	90	90	27	40	–	1
15	887	Do.	Ashbourne,	m.	–	–	[b]–	19	20	39	[b]–	36	1	–
16	889	Walterstown,	Walterstown,		32	25	57	31	25	56	27	25	1	–
17	1120	Duleek,	Bellewstown,		48	33	81	50	32	82	42	39	1*	–
18	1124	Dowth,	Dowth,		30	27	57	38	26	64	30	30	1	–
19	1175	Kilshairn,	Mount Hanover,	m.	24	–	24	14	12	26	6	14	1	–
20	1210	Skryne,	Skryne,	m.	57	–	57	72	–	72	31	34	1*	–
21	1309	Stackallen,	Stackallen,	m.	–	–	[c]–	43	–	43	[c]–	16	1	–
22	1421	Kilskeer,	Kilskeer, Ord. Agrl.	m.	117	–	147	163	–	163	66	65	1*	–
23	1423	Dunboyne,	Dunboyne,	m.	127	–	127	137	–	137	56	65	1*	–
24	1424	Kilmainham Woods	Kilmainham Woods,	m.	53	–	53	69	–	69	21	24	1	–
25	1425	Rathmolyon,	Kill,	m.	57	–	57	62	–	62	28	23	1	–
26	1432	Skryne,	Skryne,	f.	–	53	53	–	69	69	27	31	–	1
27	1494	Dunboyne,	Dunboyne,	f.	–	107	107	–	145	145	46	69	–	1
28	1563	Kilskeer,	Kilskeer,	f.	–	107	107	–	119	119	44	56	1*	–
29	1564	Rathmolyon,	Kill,	f.	–	60	60	–	91	91	23	34	–	1
30	1599	Kentstown,	Kentstown,	m.	50	–	50	62	–	62	31	35	1*	–
31	1725	Moybologue,	Kilgriffe,	m.	74	–	74	69	–	69	29	30	1*	–
32	1726	Castletown,	Castletown,		38	32	70	40	34	74	29	29	1*	–
33	1749	Dunshaughlin,	Dunshaughlin,	m.	45	–	45	61	–	61	17	34	1	–

[a] Residence rent free for teacher.

on the 31st December, 1855.—Province of LEINSTER: County of LOUTH—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.																							
Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Tot. No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	1	–	–	2	2	12	7	—			24	0	0	5	5	0	3	10	0	8	15	0		60
2[2]	R.C.	–	–	–	–	–	1		—		0	19	6	18	0	0	5	15	4		—		[a]5	15	4		61
3[1]	R.C.	–	–	–	–	–	1	1	3	2	2	5	0	19	0	0		—		16	0	0	[a]16	0	0		62
3[1]	R.C.	–	–	–	–	–	1	1	11	6	1	10	0	20	0	0	2	10	6		—		2	10	0		63
3[1]	R.C.	–	–	–	–	–	1	1	12	5	1	10	0	15	10	0	2	11	4		—		2	11	4		64
3[2]	R.C.	–	–	–	–	–	1	0	19	1	1	10	0	14	0	0	2	8	7		—		2	8	7		65
1[3]	R.C.	–	–	–	–	–	1	1	19	8	1	10	0	28	10	0	1	5	0	6	0	0	7	5	0		66
Nuns.	R.C.	–	–	–	–	1	7	4	7	11	8	12	6	102	4	2	4	0	0		—		4	0	0		67
3[1]	R.C.	–	–	–	–	–	1	0	11	0		—		19	0	0	3	2	0	0	15	0	3	17	0		68
1[3]	E.C.	–	–	–	–	–	1	4	19	6		—		28	10	0		--		20	0	0	[a]20	0	0		69
2[2]	R.C.	–	–	–	–	–	1	0	19	1		—		25	0	0	5	19	6	3	15	0	9	14	6		70
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	21	0	0		—		22	0	0	[a]22	0	0		71
1[2]	R.C.	1	–	–	–	–	2	7	6	4		—		47	8	4	7	6	7	14	0	0	21	6	7		72
1[3]	R.C.	1	–	–	–	–	2	6	10	4		—		41	0	0	6	5	0	12	0	0	18	5	0		73
Nuns.	R.C.	–	–	–	–	1	3	3	4	9	3	7	6	34	18	4	4	11	7	31	4	9	35	16	4		74
Prob.	R.C.	–	–	–	–	–	1	0	12	5	1	10	0	10	13	4	3	3	4		—		3	3	4		75
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	13	5	0	2	7	11		—		2	7	11		76
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	11	0	0	3	17	9		—		[a]3	17	9		77
3[1]	E.C.	–	–	–	–	–	1	2	1	6		—		16	0	0		—		10	0	0	[a]10	0	0		78
1[2]	R.C.	–	–	–	1	–	2	2	13	9		—		39	18	4		—		25	0	0	[a]25	0	0		79
Prob.	R.C.	–	–	–	–	–	1	2	3	8		—		11	0	0	3	10	0		—		3	10	0		80
–	–	7	1	4	4	4	113	128	1	3	73	7	0	1,875	16	9	348	12	9	289	0	1	637	12	10		80

MEATH—141 Schools.

2[2]	R.C.	–	–	–	–	–	1		—			—		22	0	0	2	13	4		—		[a]2	13	4	V.T.	1
2[1]	R.C.	–	1	–	–	–	2	2	4	11		—		35	0	0	4	18	6	0	12	9	5	11	3		2
3[1]	R.C.	–	–	–	–	–	1		—			—		19	0	0	3	10	0	3	10	0	[a]7	0	0		3
Prob.	R.C.	–	–	–	–	–	1	1	19	2		--		13	1	8	2	8	1		—		2	8	1		4
3[1]	R.C.	–	–	–	–	–	1	1	15	10		—		16	0	0	4	1	6		—		4	1	6		5
3[1]	R.C.	–	–	–	–	–	1	1	18	6		—		20	13	4	3	10	6	2	0	0	5	10	6		6
3[1]	R.C.	–	–	1	–	–	2	2	19	7		—		20	10	0	3	2	9	1	14	0	4	16	9		7
2[2]	R.C.	–	–	–	1	–	2	1	13	11		--		21	10	0	6	5	5	5	0	0	11	5	5		8
1[2]	R.C.	–	–	–	–	–	1	0	10	0		--		26	0	0		—		7	12	6	[a]7	12	6		9
2[2]	R.C.	1	–	–	–	–	2	9	2	8		—		43	10	0	2	19	7	9	15	0	12	14	7		10
Nuns.	R.C.	–	–	–	–	1	3	2	18	0	5	2	0	42	18	4	13	9	2		—		13	9	2		11
1[2]	R.C.	–	–	–	1	–	2	2	6	7	1	17	6	49	16	8	9	17	6	7	0	0	[a]16	17	6	V.C.	12
1[1]	R.C.	–	–	–	–	–	1	5	3	4	1	17	6	33	10	6	6	0	0	29	0	0	[a]35	0	0		13
2[2]	R.C.	–	–	–	–	–	1	1	11	5	1	10	0	18	0	0	4	0	0	10	0	0	14	0	0		14
Prob.	R.C.	–	–	–	–	–	1	0	12	0	1	10	0	5	16	8	1	10	0		—		1	10	0		15
3[2]	R.C.	–	–	–	–	–	1	0	11	0		--		16	0	0	4	1	9	6	10	0	10	11	9		16
3[1]	R.C.	–	–	1	–	–	2	4	0	0	1	10	0	27	0	0	11	0	0	2	0	0	13	0	0	B.	17
3[2]	R.C.	–	–	–	–	–	1	3	1	10		—		16	0	0		—		50	0	0	a50	0	0	B.	18
Prob.	R.C.	–	–	–	–	–	1		—			--		12	10	0	1	2	6	2	0	0	3	2	6	V.T.	19
2[2]	R.C.	–	–	–	–	–	1	1	15	10		—		22	0	0	4	10	0	9	4	6	13	14	6	V.T.	20
3[2]	R.C.	–	–	–	–	–	1	0	13	6	1	10	0	11	0	0	2	4	1	1	0	0	3	4	1	V.T.	21
1[3]	R.C.	–	–	–	1	–	2	4	5	7		--		46	0	8	4	12	6		—		4	12	6	V.T.	22
1[2]	R.C.	–	–	–	1	–	2	3	4	6		--		28	0	0	7	4	7	3	0	0	[a]10	4	7	V.T.	23
3[1]	R.C.	–	–	–	–	–	1	1	10	3		--		19	0	0	1	2	2	5	0	0	6	2	2	V.T.	24
3[2]	R.C.	–	–	–	–	–	1	0	15	5	1	10	0	16	15	8	2	17	11		--		2	17	11	V.T.	25
3[2]	R.C.	–	–	–	–	–	1	0	13	3		--		14	0	0	5	0	0	10	0	0	15	0	0	V.T.	26
2[1]	R.C.	–	–	–	1	2	2	2	4	8		--		23	8	4	6	9	10		—		6	9	10	V.T.	27
2[1]	R.C.	–	–	1	–	–	2	2	18	3		--		23	15	0	6	0	0	4	0	0	[a]10	0	0	V.T.	28
3[1]	R.C.	–	–	–	–	1	2	1	6	3	1	10	0	23	3	4		—		7	2	4	7	2	4	V.T.	29
1[3]	R.C.	–	–	–	–	–	1	2	0	3	1	10	0	28	10	0	6	0	0	6	0	0	12	0	0	V.T.	30
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	19	0	0	1	18	10	0	12	2	[a]2	11	0	V.T.,a.	31
2[2]	R.C.	–	–	1	–	–	2	0	11	3		—		30	0	0	2	13	6		—		2	13	6	V.T.	32
3[1]	R.C.	–	–	–	–	–	1	0	19	11	1	10	0	19	0	0	5	3	1		—		5	3	1		33

[b] Closed this half-year.

[c] No return of attendance for this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
34	1771	Kiltale,	Kiltale, m.	79	–	79	93	–	93	32	43	1*	–
35	1814	Kildalkey,	Carnisle, m.	65	–	65	68	–	68	30	26	1	–
36	1827	Trim,	Batterstown, m.	55	–	55	55	–	55	22	19	1	–
37	1869	Athboy,	Athboy, m.	130	–	130	129	–	129	50	55	1	–
38	1881	Kilmainham Woods	Kilmainham Woods, f.	–	39	39	–	51	51	21	25	–	1
39	1882	Dunsany,	Killeen or Dunsany, m.	44	–	44	42	–	42	15	21	1	–
40	1885	Athboy,	Athboy, f.	–	162	162	–	181	181	65	87	1*	–
41	1903	Ardcath,	Cloghan,	45	38	83	50	42	92	45	51	1	–
42	1904	Culmullen,	Culmullen, m.	80	–	80	87	–	87	24	36	1	–
43	1917	Kilberry,	Wilkinstown,	67	70	137	47	48	95	76	54	1*	–
44	1959	Johnstown,	Garlow Cross,	–	–	[b]–	37	24	[c]61	–	[c]27	–	1
45	2051	Navan,	Navan Commons,	51	43	94	53	45	98	35	39	1	–
46	2086	Clonalvey,	Clonalvey, m.	60	–	60	68	–	68	30	35	1	–
47	2087	Do.	Do. f.	–	65	65	–	77	77	33	37	–	1*
48	2088	Moynalty,	Cormeen, m.	67	–	67	64	–	64	30	35	1*	–
49	2089	Do.	Do. f.	–	77	77	–	76	76	26	29	–	1
50	2230	Rathkenny,	Rathkenny, m.	89	–	89	72	–	72	43	37	1*	–
51	2231	Do.	Do. f.	–	64	64	–	65	65	26	27	–	1*
52	2533	Kilberry,	Kilberry,	51	48	99	63	61	124	54	56	1	–
53	2630	Grangegeeth,	Grangegeeth, f.	–	66	66	–	72	72	25	24	–	1
54	2632	Athboy,	Balrath, m.	37	49	86	37	46	83	40	38	1*	–
55	2641	Rathfeigh,	Rathfeigh,	40	15	55	47	27	74	32	38	1*	–
56	2682	Athlumney,	Factory,	49	45	94	63	44	107	46	56	1	–
57	2795	Bective,	Bective, m.	12	–	12	11	–	11	7	6	1	–
58	2796	Do.	Do. f.	–	5	5	–	9	9	3	6	–	1*
59	2797	Kilcloon,	Kilcloon,	29	14	43	42	28	70	19	35	1*	–
60	2844	Painstown,	Yellow Furze,	68	49	117	74	52	126	54	59	1*	–
61	2905	Rathcore,	Baconstown, m.	83	–	83	86	–	86	35	36	1	–
62	2906	Do.	Do. f.	–	70	70	–	94	94	27	38	–	1*
63	2963	Dulane,	Mullahea,	27	21	48	23	24	47	27	23	1	–
64	3071	Teltown,	Oristown, m.	97	–	97	86	–	86	41	38	1*	–
65	3112	Balrathboyne,	Cortown, m.	52	–	52	57	–	57	23	29	1	–
66	3113	Do.	Do. f.	–	41	41	–	53	53	17	21	–	1
67	3114	Duleek,	Duleek, f.	–	77	77	–	91	91	30	34	–	1*
68	3115	Ardbraccan,	Bohermeen, m.	64	–	64	56	–	56	27	25	1	–
69	3116	Do.	Boyerstown,	72	47	119	67	50	117	42	49	1	–
70	3143	Dunshaughlin,	Dunshaughlin, Workh.	51	75	126	55	72	127	81	85	1	–
71	3146	Cushenstown,	Cushenstown,[a] m.	–	–	–	–	–	–	–	–	–	1
72	3147	Do.	Do. f.	20	37	57	14	36	50	19	23	–	1
73	3181	Stamullen,	Stamullen, m.	58	–	58	64	–	64	34	35	1*	–
74	3239	Kiltale,	Kiltale, f.	–	72	72	–	99	99	34	48	–	1
75	3275	Syddan,	Newtown,	42	31	[c]73	42	31	[c]73	[c]22	[c]22	1*	–
76	3278	Clonard,	Longwood,	69	54	123	72	67	139	50	76	1	–
77	3280	Trim,	Trim, Workhouse,	57	98	155	38	50	88	116	75	1	–
78	3291	Athboy,	Fraine, f.	–	75	75	–	49	49	30	25	–	1*
79	3380	Ballygarth,	Whitecross,	42	26	68	54	33	87	36	38	1	–
80	3409	Navan,	Navan, Workhouse,	84	133	217	65	114	179	136	114	1*	–
81	3410	Kells,	Kells, Workhouse,	72	118	190	43	106	149	160	136	1*	–
82	3426	Stamullen,	Stamullen, f.	–	50	50	–	54	54	30	33	–	1*
83	3443	Trim,	Batterstown, f.	–	66	66	–	87	87	23	43	–	1
84	3544	Oldcastle,	Oldcastle, Workhouse,	79	131	210	61	113	174	149	163	1*	–
85	3554	Ardbraccan,	Bohermeen, f.	–	57	57	–	51	51	27	23	–	1
86	3671	Teltown,	Oristown, f.	–	93	93	–	97	97	34	36	–	1*
87	3737	Kentstown,	Kentstown, f.	–	64	64	–	83	83	30	41	–	1
88	3812	Kildalkey,	Carnisle, f.	–	39	39	–	51	51	21	23	–	1
89	3852	Loughan, or Castlekeeran,	Carnaross,	118	65	183	104	55	159	67	61	1	–
90	3876	Moybologue,	Kilgriffe, f.	–	60	60	–	52	52	20	22	–	1

[a] Residence rent free for teacher.

[b] No return for this half-year.

on the 31st December, 1855.—Province of LEINSTER : County of MEATH—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1	2	6	7	1	10	0	16	0	0	5	0	0	0	5	0	5	5	0	V.T.	34
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	12	10	0	1	17	0		—		1	17	0	V.T.	35
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	19	0	0	1	17	11		—		1	17	11	V.T.,R.	36
2[2]	R.C.	–	–	–	–	–	1		—			—		17	16	8	3	16	0		—		3	16	0	L.	37
3[2]	R.C.	–	–	–	–	–	1	0	15	1		—		14	0	0	1	1	5	5	0	0	6	1	5	V.T	38
3[2]	R.C.	–	–	–	–	–	1	1	18	3		—		16	0	0	1	12	6	5	0	0	[a]6	12	6		39
1[3]	R.C.	–	–	1	–	–	2	1	18	6		—		35	10	0	3	5	9		—		3	5	9	L.	40
Prob.	R.C.	–	–	–	–	–	1	3	5	1		—		16	3	4	6	10	3	5	0	0	11	10	3		41
3[1]	R.C.	–	–	–	–	–	1	1	18	2		—		20	10	0	4	3	2	7	0	0	11	3	2	V.T.	42
2[2]	R.C.	–	–	1	–	–	2	1	12	11		—		26	6	8		—		8	0	0	8	0	0		43
Prob.	R.C.	–	–	–	–	–	1		—			—		17	6	8		—			—			—			44
3[2]	R.C.	–	–	1	–	–	2		—			—		24	0	0	4	0	0	3	10	0	[a]7	10	0		45
Prob.	R.C.	–	–	–	–	–	1	1	13	9		—		12	10	0	5	17	6	5	0	0	[a]10	17	6	V.T.	46
2[1]	R.C.	–	–	–	–	–	1	1	13	3	1	10	0	20	0	0	4	3	9	5	0	0	9	3	9	V.T.	47
3[2]	R.C.	–	–	–	–	–	1	0	16	11	1	10	0	16	0	0	4	11	6		—		4	11	6	V.T.	48
3[2]	R.C.	–	–	–	–	–	1	1	3	10		—		14	0	0	1	18	1		—		1	18	1	V.T.	49
2[1]	R.C.	–	–	–	–	–	1	1	10	6	1	10	0	24	0	0	2	18	6		—		2	18	6	V.T.	50
3[1]	R.C.	–	–	–	–	–	1	0	13	5	1	10	0	16	0	0	2	10	1		—		2	10	1	V.T.	51
Prob.	R.C.	–	–	–	–	–	1	4	14	0		—		12	10	0		—		10	0	0	[a]10	0	0		52
3[1]	R.C.	–	–	–	–	–	1	0	13	9		—		17	0	0	3	17	11		—		3	17	11		53
2[2]	R.C.	–	–	–	–	–	1		—			—		1	13	4	2	3	5		—		2	3	5		54
3[2]	R.C.	–	–	–	–	–	1	1	7	1		—		16	0	0	11	0	0		—		11	0	0		55
3[1]	R.C.	–	–	–	–	–	1	1	18	0		—		19	0	0	4	7	6	12	8	0	16	15	6		56
3[1]	E.C.	–	–	–	–	–	1		—			—		25	8	4	2	12	0		—		[a]2	12	0	V.T.	57
3[1]	E.C.	–	–	–	–	–	1		—			—		17	0	0	0	10	0		—		[a]0	10	0	V.T.	58
2[2]	R.C.	–	–	–	–	–	1	1	11	9	1	10	0	20	10	0	1	6	8		—		[a]1	6	8	V.T.	59
2[2]	R.C.	–	–	1	–	–	2	3	1	1	1	17	6	33	0	0		—		14	0	0	[a]14	0	0		60
2[3]	R.C.	–	–	–	1	–	2	[c]2	18	2	1	10	0	33	10	0	5	5	6		—		5	5	6	V.T.	61
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	19	15	0	2	6	11		—		2	6	11	V.T.	62
3[2]	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	16	0	0	5	10	0		—		5	10	0		63
2[1]	R.C.	–	–	–	–	–	1		—		1	10	0	24	0	0		—		9	0	0	[a]9	0	0	V.T.	64
3[2]	R.C.	–	–	–	–	–	1	1	13	3	1	10	0	12	10	0	4	12	10	5	12	6	[a]10	5	4		65
2	R.C.	–	–	–	–	–	1		—		1	10	0	18	10	0	3	3	2	4	0	0	[a]7	3	2		66
2[1]	R.C.	–	–	–	–	–	1		—		1	10	0	18	15	0	1	17	2		—		1	17	2		67
3[2]	R.C.	–	–	–	–	–	1	2	1	11	1	10	0	13	0	0	1	5	9	2	10	0	[a]3	15	9		68
3[2]	R.C.	–	–	–	–	–	1	1	13	6	1	10	0	16	0	0	3	19	6	3	10	0	[a]7	9	6		69
Prob.	R.C. }	–	–	1	–	–	3	4	16	0	2	5	0	3	0	0		—			—			—			70
Prob.	R.C. }	–	–	–	–	–	–		—			—		–	–	–		–			–			—		V.T.	71
3[2]	R.C.	–	–	–	–	–	1		—			—		14	0	0	2	18	8		—		2	18	8	V.T.	72
1[3]	R.C.	–	–	–	–	–	1	1	16	1	1	10	0	30	0	0	10	0	0	6	0	0	16	0	0		73
2[2]	R.C.	–	–	–	–	–	1	1	15	10	1	10	0	18	0	0	2	12	1	1	0	0	3	12	1	V.T.	74
2[2]	R.C.	–	–	1	–	–	2	0	9	10	1	10	0	30	0	0	8	0	0		—		8	0	0	V.T.	75
Prob.	R.C.	–	–	1	1	–	3	2	2	3		—		24	10	0	6	10	0		—		6	10	0		76
3[1]	R.C. }		–	–	–	–	2	0	17	3	3	0	0	10	0	0		—			—			—			77
2[2]	R.C. }																										
3[2]	R.C.	–	–	–	–	–	1	2	3	7	1	10	0	14	0	0	2	10	7		—		2	10	7	V.T.	78
2[1]	R.C.	–	–	1	–	–	2	2	3	10	1	10	0	29	0	0	6	9	7	3	15	0	10	4	7		79
3[2]	R.C. }	–	–	–	–	–	2	2	3	6	3	7	6	10	0	0		—			—			—			80
2[2]	R.C. }																										
2[2]	R.C. }	–	–	–	–	–	2	1	16	10	3	15	0	12	0	0		—			—			—			81
3[2]	R.C. }																										
1[2]	R.C.	–	–	–	–	–	1		—		1	10	0	28	10	0	8	0	0	4	0	0	12	0	0		82
3[1]	R.C.	–	–	–	–	–	1		—			—		17	0	0	3	5	1		—		3	5	1	V.T.,R.	83
2[1]	R.C. }	–	–	–	–	–	2	3	8	3	2	5	0	5	0	0		–			—			—			84
Prob.	R.C. }																										
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	17	0	0	3	7	11	2	0	0	[a]5	7	11		85
2[2]	R.C.	–	–	–	–	–	1		—			—		19	10	0		—		7	0	0	[a]7	0	0	V.T.	86
2[2]	R.C.	–	–	–	–	–	1		—		1	10	0	18	10	0	3	0	0	5	0	0	8	0	0	V.T.	87
2[2]	R.C.	–	–	–	–	–	1	2	0	9		—		14	0	0	3	0	0		—		3	0	0	V.T.	88
Prob.	R.C.	–	–	–	–	–	1	0	17	2		—		12	10	0	5	19	0		—		5	19	0		89
2[2]	R.C.	–	–	–	–	–	1	0	13	5		—		18	19	0	0	15	2		—		0	15	2	V.T.,R.	90

[a] Taken from Inspector's report.

[d] Temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
91	3922	Stackallen,	Stackallen, f.	–	42	42	–	48	48	17	19	–	1
92	4009	Clonmacduff,	Tullahanstown,	75	63	138	44	41	85	46	26	1*	–
93	4085	Kells,	Kells, f.	–	285	285	–	278	278	181	138	–	2
94	4086	Moylagh,	Baltrasna,	70	52	122	83	58	141	35	50	1*	–
95	4210	Kilmessan,	Kilmessan, m.	66	–	66	80	–	80	28	39	1*	–
96	4211	Do.	Do. f.	–	56	56	–	74	74	24	34	–	1
97	4284	Nobber,	Nobber, m.	106	–	106	99	–	99	45	41	1*	–
98	4309	Trim,	Phillenstown,	22	14	36	22	15	[b]37	14	[b]17	1	–
99	4370	Athboy,	Rathcarne,	20	37	57	31	47	78	26	29	–	1
100	4523	Rathmore,	Moyaugher, m.	60	–	60	46	–	46	24	18	1*	–
101	4539	Clongill,	Fletcherstown,	46	18	64	34	26	60	20	20	1	–
102	4580	Clonard,	Ballnabarna, m.	71	–	71	64	–	64	29	29	1	–
103	4723	Moymet,	Kilbride,	41	34	75	52	39	91	30	32	1*	–
104	4851	Slane,	Slane, m.	74	–	74	78	–	78	45	40	1*	–
105	4852	Do.	Do. f.	–	86	86	–	80	80	40	43	1*	–
106	5007	Girley,	Girley, m.	57	–	57	57	–	57	17	14	1*	–
107	5052	Kiliary,	Heronstown,	45	30	75	61	44	105	41	36	1	–
108	5061	Kells,	Kells, i.	20	29	49	21	29	50	26	37	–	1
109	5062	Do.	Do. Parochial, m.	30	35	65	38	36	74	47	53	1*	–
110	5108	Girley,	Girley, f.	–	63	63	–	74	74	25	33	–	1
111	5207	Killallon,	Killallon, m.	57	–	57	60	–	60	19	26	1	–
112	5281	Do.	Gehanstown,	61	57	118	57	56	113	44	57	1	–
113	5331	Grangegeeth,	Creewood,	29	49	78	28	50	78	25	35	–	1*
114	5605	Drumconra,	Drumconra, f.	–	93	93	–	100	100	47	41	–	1
115	5630	Trim,	Trim, Dist. Mod. m.	176	–	176	196	–	196	84	86	1	–
116	5631	Do.	Do. f.	–	182	182	–	182	182	69	86	–	1
117	5632	Do.	Do. i.	52	68	120	59	62	121	57	68	–	1
118	5731	Killallon,	Killallon, f.	–	35	35	–	43	43	22	30	–	1*
119	5732	Drumconra,	Drumconra, m.	103	–	103	99	–	99	58	46	1*	–
120	5807	Nobber,	Nobber, f.	–	93	93	–	84	84	47	40	1	1*
121	5808	Dunshaughlin,	Dunshaughlin, f.	–	42	42	–	61	61	16	35	–	1
122	6246	Rosnaree,	Rathdrina,	42	33	75	39	28	67	31	35	1*	–
123	6352	Kilskeer,	Ballinlough,	48	56	104	50	57	107	48	56	–	1*
124	6470	Culmullen,	Culmullen, f.	–	85	85	–	64	64	22	28	–	1
125	6480	Clonard,	Balnabarna, f.	–	65	65	–	58	58	30	27	–	1
126	6488	Loughcrew,	Loughcrew,	15	58	73	13	57	70	43	40	–	1*
127	6554	Duleek,	Duleek, m.	91	–	91	98	–	98	36	34	1*	–
128	6570	Agher,	Agher,	32	30	62	34	28	62	31	28	1*	–
129	6592	Loughan, or Castlekeeran,	Woodpole, Ord. Agri.	–	–	[c]–	39	33	72	[c]–	29	1	–
130	6668	Donore,	Donore, m.	67	–	67	60	–	60	24	25	1	–
131	6669	Do.	Do. f.	–	48	48	–	49	49	28	27	–	1
132	6670	Dunsaney,	Dunsaney, f.	–	52	52	–	48	48	13	20	–	1*
133	6746	Newtown and Kilbeg,	Carlanstown, f.	–	–	–	–	–	–	–	[c]–	–	–
134	7120	Killyon,	Killyon,	33	36	69	25	29	54	43	38	1	–
135	7166	Ardagh,	Meath-hill, m.	109	–	109	83	–	83	60	35	1	–
136	7167	Do.	Do. f.	–	118	118	–	75	75	50	31	–	1
137	7168	Gallow,	Garradice, m.	30	–	30	49	–	49	14	23	1	–
138	7169	Do.	Do. f.	–	25	25	–	56	56	16	30	–	1
139	7233	Rodanstown,	Dollanstown,	–	–	[d]–	20	27	47	[d]–	24	1	–
140	7248	Castlejordan,	Castlejordan, m.	–	–	[d]–	54	–	54	[d]–	30	1	–
141	7252	Do.	Do. f.	–	–	[d]–	–	61	61	[d]–	42	–	1
			Total in Meath Co.,	5,553	5,698	11,251	5,822	6,207	12,029	5,238	5,774	90	56

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of LEINSTER: County of MEATH—*continued.*

Teachers. Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c. £ s. d.	Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries. School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	Vested or Non-Vested.	Number.
Prob.	R.C.	–	–	–	–	–	1	0 8 0	—	11 0 0	1 15 8	—	1 15 8	V.T.	91
2[1]	R.C.	–	–	–	–	–	1	1 3 2	2 9 6	24 0 0	2 10 0	7 15 0	10 5 0	V.T.	92
Nuns.	R.C.	–	–	–	–	–	1	9 16 7	—	35 0 0	20 0 0	80 0 0	100 0 0		93
2[2]	R.C.	–	–	–	–	–	1	1 17 0	—	22 0 0	2 1 11	—	2 1 11		94
1[2]	R.C.	–	–	–	–	–	1	1 17 0	—	35 10 0	3 14 9	5 0 0	[a]8 14 9		95
3[1]	R.C.	–	–	–	–	–	1	0 8 0	—	16 0 0	2 7 2	—	[a]2 7 2		96
1[2]	R.C.	–	–	–	–	–	1	2 16 6	1 10 0	34 0 0	3 5 6	15 0 0	18 5 6		97
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	14 3 4	0 7 11	—	0 7 11	V.T.	98
Prob.	R.C.	–	–	–	–	–	1	—	1 10 0	15 5 0	2 0 8	—	2 0 8		99
2[2]	R.C.	–	–	–	–	–	1	1 1 10	1 10 0	22 0 0	—	24 7 0	[a]24 7 0		100
Prob.	R.C.	–	–	–	–	–	1	0 12 1	1 10 0	12 10 0	0 15 6	—	0 15 6		101
3[2]	R.C.	–	–	–	–	–	1	1 3 0	1 10 0	16 0 0	2 14 4	—	2 14 4		102
3[1]	R.C.	–	–	–	–	–	1	1 1 5	1 10 0	15 5 0	3 15 9	—	3 15 9		103
3[1]	R.C.	–	–	–	–	–	1	0 15 0	—	19 0 0	5 19 10	—	5 19 10	V.C.	104
2[1]	R.C.	–	–	–	–	–	1	0 14 0	—	27 10 0	6 19 7	—	6 19 7	V.C.	105
2[2]	R.C.	–	–	–	–	–	1	0 17 3	0 19 6	24 0 0	0 16 0	—	[a]0 16 0		106
Prob.	R.C.	–	–	–	–	–	1	1 17 6	—	8 16 8	3 2 1	—	3 2 1		107
3[1]	E.C.	–	–	–	–	–	1	—	1 10 0	11 5 0	—	6 0 0	6 0 0		108
2[1]	E.C.	–	–	1	–	–	2	—	1 10 0	25 10 0	5 10 0	32 0 0	[a]37 10 0		109
3[2]	R.C.	–	–	–	–	–	1	—	—	14 0 0	1 9 8	5 0 0	[a]6 9 8		110
3[1]	R.C.	–	–	–	–	–	1	1 10 7	—	24 5 0	2 10 1	—	2 10 1		111
Prob.	R.C.	–	–	1	–	–	2	1 1 9	—	23 2 6	5 0 9	—	5 0 9		112
2[1]	R.C.	–	–	–	–	–	1	0 10 2	—	19 10 0	2 8 4	3 0 0	[a]5 8 4		113
Prob.	R.C.	–	–	–	–	–	1	1 0 0	—	14 6 8	9 1 8	—	[a]9 1 8		114
–	R.C.	–	–	–	–	–	1	14 8 0	20 11 9	—	15 14 7	—	[a]15 14 7	V.C.	115
–	R.C.	–	1	–	–	} 7	11	{ —	0 14 6	—	15 16 8	—	15 16 8	V.C.	116
–	E.C.	–	1	–	–	}		—	—	—	9 0 9	—	9 0 9	V.C.	117
2[2]	R.C.	–	–	–	–	–	1	—	1 10 6	18 10 0	2 13 10	—	[a]2 13 10		118
2[2]	R.C.	–	–	–	1	–	2	1 0 0	1 10 0	22 13 4	9 15 6	7 15 0	17 10 6		119
1[2]	R.C.	–	–	–	–	–	1	2 3 3	1 10 0	27 10 0	2 8 2	4 0 0	6 8 2		120
3[1]	R.C.	–	–	–	–	–	1	1 3 8	1 10 0	16 0 0	4 8 9	—	4 8 9		121
2[2]	R.C.	–	–	–	–	–	1	1 17 1	—	22 0 0	6 8 5	—	6 8 5		122
3[1]	R.C.	–	–	–	–	–	1	1 2 11	—	16 0 0	7 8 9	1 10 0	[a]8 18 9		123
3[1]	R.C.	–	–	–	–	–	1	—	1 10 0	15 7 6	3 11 3	2 17 6	6 8 9		124
3[2]	R.C.	–	–	–	–	–	1	—	1 10 0	14 0 0	2 11 6	—	2 11 6		125
1[2]	E.C.	–	–	–	–	–	1	2 10 0	—	29 0 0	—	—	—		126
2[2]	R.C.	–	–	–	–	–	1	3 8 4	1 10 0	22 0 0	6 15 0	—	6 15 0		127
3[1]	E.C.	–	–	–	–	–	1	1 0 0	1 10 0	19 0 0	0 10 0	—	[a]0 10 0		128
2[2]	–	–	–	–	–	–	1	1 4 11	—	10 6 8	2 7 3	11 13 4	14 0 7		129
3[1]	R.C.	–	–	–	–	–	1	—	1 10 0	20 0 0	4 19 10	6 10 0	11 9 10		130
3[2]	R.C.	–	–	–	–	–	1	1 11 1	1 10 0	14 0 0	2 7 4	6 10 0	8 17 4		131
3[1]	R.C.	–	–	–	–	–	1	—	1 10 0	16 0 0	1 1 3	10 0 0	11 1 3		132
–	–	–	–	–	–	–	–	1 1 7	1 10 0	—	1 11 0	—	1 11 0	V.C.	133
–	R.C.	–	–	–	–	–	1	2 3 5	—	21 0 0	5 8 6	—	5 8 6		134
3[2]	R.C.	–	–	–	–	–	1	2 0 0	—	11 11 8	3 19 0	—	[a]3 19 0		135
Prob.	R.C.	–	–	–	–	–	1	1 18 0	—	10 3 4	1 11 6	—	1 11 6		136
Prob.	R.C.	–	–	–	–	–	1	0 12 1	—	11 11 8	1 2 0	—	1 2 0		137
Prob.	R.C.	–	–	–	–	–	1	—	—	10 3 4	1 8 4	—	1 8 4		138
Prob.	R.C.	–	–	–	–	–	1	0 19 3	4 10 0	12 0 0	0 16 9	5 18 0	[a]6 14 9		139
2[2]	R.C.	–	–	–	–	–	1	1 15 4	4 10 0	7 0 0	3 12 5	1 0 0	4 12 5		140
3[1]	R.C.	–	–	–	–	–	1	1 18 9	5 0 0	6 13 4	4 2 6	20 0 0	24 2 6		141
–	–	1	3	14	7	10	181	21 9 9	146 12 3	2,661 10 8	525 14 11	571 19 7	1,097 14 6		141

[c] Not brought into operation until after this date.

[d] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools

QUEEN'S

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
1	667	Killeshin,	Graigue,	102	–	102	120	–	120	35	59	1*	–
2	892	Tankardstown,	Shaugannore,	40	23	63	34	27	61	38	40	1	–
3	894	Ballyadams,	Ballyadams,	75	37	112	95	34	129	47	70	1	–
4	895	Dysartgallin,	Ballinakill, m.	112	–	112	131	–	131	44	55	1*	–
5	896	Do.	Do. f.	–	109	109	–	116	116	36	46	–	1
6	898	Coolbanagher,	Rock,[b]	–	–	–	–	–	–	–	–	1*	–
7	899	Do.	Morette,	52	44	96	38	54	92	31	35	1*	–
8	900	Clonenagh,	Oak,	180	140	320	107	107	214	41	32	1	–
9	901	Do.	Coote-street, m.	199	–	199	158	–	158	76	71	1*	–
10	902	Do.	Do. f.	–	172	172	–	144	144	83	94	–	1
11	903	Do.	Ballyfin,	84	63	147	67	73	140	82	59	1*	–
12	906	Do.	Trumera,	59	34	93	58	36	94	39	34	1	–
13	907	Clonaslee,	Clonaslee, m.	50	–	50	60	–	60	23	28	1	–
14	908	Do.	Do. f.	–	61	61	–	80	80	30	34	–	1*
15	909	Castlebrack,	Clonaghadoe,	72	45	117	74	53	127	53	49	1*	–
16	911	Coolbanagher,	Emo,	48	52	100	46	53	99	40	26	1*	–
17	913	Lea,	Killinard, m.	97	–	97	121	–	121	25	17	1*	–
18	914	Do.	Do. f.	–	102	102	–	78	78	24	25	–	1*
19	916	Moyanna,	Moyanna,	61	55	116	66	69	135	38	43	1	–
20	918	Offerlane,	Castletown, m.	68	–	68	82	–	82	24	27	1*	–
21	922	Rosenallis,	Mountmellick, m.	95	–	95	115	–	115	51	67	1	–
22	924	Reary,	Reary,	66	51	117	72	49	121	35	48	1*	–
23	925	Clonenagh,	Raheen,	76	51	127	87	55	142	42	33	1	–
24	927	Do.	Ballyeagle,	30	33	c63	26	28	c54	c27	c18	1	–
25	928	Rathdowney,	Errille,	76	77	153	52	48	100	57	58	1*	–
												–	1
26	1156	Do.	Rathdowney, m.	104	–	c104	130	–	130	30	59	1	–
27	1157	Do.	Do. f.	–	144	144	–	151	151	51	60	–	1*
28	1178	Clonenagh,	Clonad,	27	24	51	24	19	43	32	24	1*	–
29	1218	Killabin,	Rushes, m.	48	–	48	78	–	78	20	36	1	–
30	1311	Killisimethra,	Killadooley,	90	45	135	48	31	79	40	34	1	–
31	1312	Killabin,	Arles, m.	64	–	64	78	–	78	25	41	1*	–
32	1555	Ballyroan,	Ballyroan, m.	50	–	50	52	–	52	17	24	1	–
33	1556	Do.	Do. f.	–	70	70	–	56	56	30	30	–	1
34	1635	Tullymoy,	Luggacurrin, m.	48	–	48	81	–	81	28	45	1*	–
35	1727	Killabin,	Ballylinan, m.	73	–	73	97	–	97	22	39	1	–
36	1879	Do.	Arles, f.	–	57	57	–	85	85	20	40	–	1*
37	1905	Clonenagh,	Shanahoe,	31	25	56	37	21	58	25	28	1	–
38	1906	Maryborough,	Heath,	41	41	82	46	40	86	26	30	1	–
39	1956	Do.	Maryborough, f.	–	303	303	–	343	343	139	133	–	2
40	2280	Agharoo,	Borris,	73	46	119	–	–	d–	67	–	1	–
41	2324	Dysartgallin,	Knock,	65	40	105	74	62	136	37	50	1*	–
42	2731	Offerlane,	Castletown, f.	–	114	114	–	121	121	37	38	–	1*
43	3054	Rosenallis,	Derlamogue,	66	34	100	65	41	106	31	38	1*	–
44	3256	Killabin,	Rushes, f.	–	59	59	–	71	71	17	29	–	1
45	3361	Abbeyleix,	Abbeyleix, m.	107	–	107	118	–	118	46	55	1*	–
46	3402	Eirke,	Graigue,	74	54	128	52	46	98	60	40	1*	–
47	3411	Abbeyleix,	Abbeyleix, Workhouse,	73	95	168	46	75	121	94	91	1*	–
												–	1
48	3457	Rathaspeck,	Wolfhill, m.	148	–	148	163	–	163	47	65	1*	–
49	3458	Do.	Do. f.	–	105	105	–	125	125	60	63	–	1*
50	3517	Durrow,	Durrow, m.	65	–	65	67	–	67	35	42	1	–
51	3526	Abbeyleix,	Abbeyleix, f.	–	201	201	–	201	201	85	97	–	1
52	3700	Kyle,	Ballaghmore,	53	48	101	60	47	107	35	39	1	–
53	3834	Killabin,	Ballylinan, f.	–	72	72	–	103	103	21	43	1*	–
54	4297	Clonenagh,	Cappagh,	35	23	58	25	18	43	27	21	1	–
55	4315	Coolbanagher,	Mountmellick, Workh.	127	169	296	109	168	277	197	174	1*	–
												–	1
56	4366	Offerlane,	Mannin,	38	21	59	49	31	80	20	18	1	–
57	4408	Do.	Comris,	40	41	81	27	28	55	26	23	1	–
58	4525	Dysertenos,	Aughnahilla,	68	57	125	64	62	126	35	36	1*	–

* Residence rent free for teacher.

[b] Temporarily closed.

in operation on the 31st December, 1855.—Province of LEINSTER.

COUNTY—84 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	R.C.	–	–	–	–	–	1	1	4	7	—			24	0	0	13	10	6	—			[a]13	10	6		1
3[1]	R.C.	–	–	–	–	–	1		—		—			20	10	0	6	11	3	—			[a]6	11	3		2
3[2]	R.C.	–	–	–	–	–	1	1	19	4	1	17	6	16	0	0	4	7	2	—			4	7	2		3
1[1]	R.C.	–	–	–	1	–	2	1	9	7	—			50	15	0	6	6	10	—			6	6	10		4
2[1]	R.C.	–	1	–	–	–	2	1	17	11	—			37	10	0	6	14	4	—			6	14	4		5
1[3]	R.C.	–	–	–	–	–	1	0	17	3	—			28	10	0	—			—			—				6
3[2]	R.C.	–	–	1	–	–	2	1	18	6	—			29	0	0	3	1	10	7	0	0	[a]10	1	10		7
Prob.	R.C.	–	–	–	–	–	1	0	11	10	—			12	10	0	7	12	4	6	0	0	13	12	4	A.	8
3[2]	R.C.	1	–	–	–	–	2	4	15	4	—			12	10	0	--			—			—				9
Nun.	R.C.	–	–	–	–	1	2	1	14	6	2	12	6	27	10	0	—			—			—				10
3[1]	R.C.	–	–	1	–	–	2		—		—			27	0	0	4	7	3	3	0	0	7	7	3		11
2[2]	R.C.	–	–	–	–	–	1	1	12	11	—			22	0	0	3	1	6	2	0	0	5	1	6		12
2[2]	R.C.	–	–	–	–	–	1	0	14	0	—			22	0	0	3	4	8	—			3	4	8		13
2[1]	R.C.	–	–	–	–	–	1	1	13	2	—			21	0	0	2	10	0	—			2	10	0	B.	14
2[3]	R.C.	–	–	1	–	–	2	1	3	3	—			30	0	0	8	9	0	—			[a]8	9	0		15
3[2]	R.C.	–	–	–	–	–	1	1	13	6	—			16	0	0	1	3	0	—			1	3	0		16
3[2]	R.C.	–	–	–	–	–	1	0	9	6	—			14	0	0	1	13	4	—			1	13	4		17
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	15	5	0	0	15	8	4	0	0	4	15	8		18
Prob.	R.C.	–	–	1	–	–	2	1	6	0	—			20	10	0	2	0	0	—			[a]2	0	0		19
2[2]	R.C.	–	–	–	–	–	1	1	1	0	1	10	0	20	6	8	2	13	4	10	0	0	12	13	4		20
2[3]	R.C.	–	–	–	1	–	2	2	8	3	—			23	0	0	9	19	10	—			9	19	10		21
2[1]	R.C.	–	–	–	–	–	1	1	5	6	—			24	0	0	7	7	4	—			7	7	4		22
Prob.	R.C.	–	–	–	–	–	1	0	16	0	—			12	10	0	3	15	4	—			3	15	4		23
Prob.	R.C.	–	–	–	–	–	1	1	1	0	—			12	10	0	0	15	0	—			0	15	0		24
2[1] / 2[1]	R.C.	–	–	–	1	–	3	1	10	3	—			48	0	0	7	0	6	13	10	0	20	10	6		25
Prob.	R.C.	–	–	–	–	–	1	1	2	6	--			14	3	4	1	17	1	—			1	17	1	V.T.	26
1[3]	R.C.	–	–	–	–	–	1	0	15	1	—			23	0	0	4	2	6	—			[a]4	2	6	V.T.	27
1[3]	R.C.	–	–	–	–	–	1	0	10	7	1	10	0	28	10	0	2	15	4	—			[a]2	15	4		28
3[2]	R.C.	–	–	–	–	–	1	0	12	1	—			22	0	0	1	8	0	—			1	8	0	A.	29
3[1]	R.C.	–	–	1	–	–	2	1	12	0	1	10	0	26	2	0	1	6	2	—			1	6	2	V.T.	30
3[1]	R.C.	–	–	–	–	–	1	0	7	1	1	10	0	19	0	0	7	15	6	—			7	15	6	V.T.	31
3[2]	R.C.	–	–	–	–	–	1	1	0	6	—			12	10	0	2	0	2	—			2	0	2		32
Prob.	R.C.	–	–	–	–	–	1	1	0	1	--			12	5	0	1	16	0	—			[a]1	16	0		33
2[1]	R.C.	–	–	–	–	–	1	3	9	3	1	10	0	39	15	0	4	10	0	10	0	0	14	10	0		34
2[2]	R.C.	–	–	–	–	–	1	0	10	1	--			22	0	0	3	9	2	—			3	9	2	V.T.	35
1[2]	R.C.	–	–	–	–	–	1	0	14	11	1	10	0	26	0	0	4	15	9	—			[a]4	15	9	V.T.	36
Prob.	R.C.	–	–	–	–	–	1		—		—			24	0	0	0	18	6	—			0	18	6		37
3[2]	R.C.	–	–	–	–	–	1	0	19	10	—			12	10	0	2	7	3	—			[a]2	7	3		38
Nuns.	R.C.	–	–	–	–	–	2	4	1	7	--			35	10	0	—			—			—				39
3[1]	R.C.	–	–	–	–	–	1	0	17	9	—			15	13	4	4	3	4	--			4	3	4		40
2[1]	R.C.	–	–	–	–	–	1	1	17	9	—			24	0	0	7	10	6	—			[a]7	10	6		41
2[1]	R.C.	–	–	–	–	–	1	0	10	11	1	10	0	19	10	0	3	0	8	10	0	0	13	0	8	V.T.	42
3[1]	R.C.	–	–	–	–	–	1	1	3	1	1	10	0	19	0	0	5	1	2	—			5	1	2		43
3[2]	R.C.	–	–	–	–	–	1		—		—			14	0	0	1	11	3	—			1	11	3	A.	44
3[1]	R.C.	–	–	–	1	–	2	0	13	9	—			19	0	0	8	15	9	—			8	15	9		45
1[3]	R.C.	–	–	1	–	–	2	2	2	1.	1	10	0	36	10	0	5	8	4	10	0	0	15	8	4		46
3[1] / 3[1]	R.C.	–	–	–	–	–	2	2	19	11	2	12	6	9	0	0	—			—			—				47
3[2]	R.C.	–	–	–	–	–	1	0	14	11	1	17	6	16	0	0	2	12	0	—			2	12	0		48
3[1]	R.C.	–	–	–	–	–	1	0	11	6	1	17	6	16	0	0	1	6	2	—			1	6	2		49
3[1]	R.C.	–	–	–	–	–	1	0	11	10	1	10	0	12	10	0	6	18	1	—			6	18	1		50
Nun.	R.C.	–	–	–	–	1	2	3	4	2	—			24	8	4	—			—			—				51
3[1]	R.C.	–	–	–	–	–	1	1	8	5	—			19	0	0	7	11	5	—			[a]7	11	5		52
2[2]	R.C.	–	–	–	–	–	1	0	18	3	--			18	0	0	2	0	0	—			2	0	0	V.T.	53
Prob.	R.C.	–	–	–	–	–	1	0	10	7	—			12	10	0	1	12	0	—			1	12	0		54
2[1] / Prob.	R.C. / E.C.	–	–	–	–	–	2	4	6	11	4	10	0	—			—			—			—				55
3[2]	R.C.	–	–	–	–	–	1	0	13	9	1	10	0	16	0	0	3	0	0	—			[a]3	0	0		56
Prob.	R.C.	–	–	–	–	–	1	1	7	3	1	10	0	14	15	0	—			1	4	10	1	4	10		57
3[1]	R.C.	–	–	–	–	–	1	0	10	0	1	10	0	15	16	8	5	6	8	—			5	6	8		58

[a] Taken from Inspector's report.

[d] Closed this half year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers.	
				31st March, 1855.			30th Sept., 1855.			31st March, 1855.	30th Sept., 1855.		
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
59	4776	Rathaspeck, .	Fairymount, m.	44	–	44	52	–	52	11	22	1	–
60	4777	Do. . .	Do. f.	–	43	43	–	64	64	12	25	–	1
61	4778	Killabin, . .	Killabin, m.	48	–	48	76	–	76	21	33	1	–
62	4779	Do. . .	Do. f.	–	46	46	–	87	87	17	41	–	1*
63	4780	Tullymoy, .	Luggacurrin, f.	–	37	37	–	87	87	16	43	–	1*
64	4989	Ballyroan, .	Cullinagh, . .	63	35	98	51	30	81	35	31	1	–
65	5032	Durrow, . .	Durrow, f.	–	72	72	–	90	90	35	43	–	1*
66	5208	Clonenagh, .	Briscoli, . .	46	53	99	44	44	88	54	34	1	–
67	5209	Cullohill, . .	Cullohill, m.	64	–	64	52	–	52	25	28	1	–
68	5264	Killeshin, .	Killeshin, . .	–	56	56	9	35	44	19	30	–	1*
69	5388	Durrow, . .	Cullohill, f.	–	72	72	–	82	82	40	39	–	1*
70	5442	Rosenallis, .	Rosenallis, f.	54	52	106	48	56	104	32	40	–	1*
71	5495	Agharoe, . .	Foxrock, . .	46	34	80	25	22	47	29	13	1*	–
72	6129	Dysertenos, .	Rathanisker, . .	27	31	58	–	–	[b]–	21	–	1*	–
73	6208	Clonenagh, .	Ballyfin, Upper, .	33	61	[c]94	21	39	[c]60	[c]22	[c]10	1	–
74	6256	Stradbally, .	Stradbally, m.	78	–	78	154	–	154	42	51	1*	–
75	6301	Clonenagh, .	Mountrath, m.	68	–	68	56	–	56	39	33	1*	–
76	6302	Do. . .	Do. f.	–	78	78	–	71	71	37	29	–	1*
77	6450	Do. . .	Kilbricken, m.	53	–	53	31	–	31	20	16	1*	–
78	6497	Stradbally, .	Stradbally, f.	–	221	221	–	214	214	157	103	–	2
79	6555	Lea, . .	Fisherstown, . .	46	38	84	49	36	85	35	33	1*	–
80	6671	Timahoe, .	Timahoe, m.	74	92	166	75	99	174	26	40	1*	–
81	6672	Do. . .	Do. f.	74	92	166	75	99	174	47	42	–	1
82	6836	Clonana, . .	Kilbricken, f.	–	39	39	–	27	27	18	11	–	1
83	6948	Rathdowney, .	Donaghmore, Workho.	35	58	93	36	53	89	64	63	1	–
												–	1
84	7183	Rosenallis, .	Mountmellick, f.	–	347	347	–	322	322	123	150	–	3
			Total in Queen's Co.	4,104	4,594	8,698	4,053	4,606	8,659	3,495	3,656	60	32

COUNTY OF

1	930	Ballyloughloe, .	Mount Temple, m.	59	–	59	65	–	65	26	34	1*	–
2	931	Castletowndelvin,	Ballinvally, Ord. Agr. m.	100	–	100	73	–	73	30	36	1*	–
3	932	Do. . .	Do. f.	–	50	50	–	54	54	24	26	–	1
4	933	Mullingar, .	Mullingar, Ord. Agr. m.	187	–	187	193	–	193	72	83	1*	–
5	934	Do. . .	Do. f.	–	385	385	–	447	447	144	159	–	1
6	938	Killua, . .	Clonmellon, Ordinary Agricultural, m.	67	–	67	68	–	68	34	34	1*	–
7	939	Do. . .	Do. f.	–	86	86	–	85	85	39	38	–	1
8	940	Killucan, . .	St. Mary's, . .	55	45	100	72	61	133	44	55	1	–
9	941	Kilmacnevin, .	Emper, m.	75	–	75	78	–	78	30	36	1*	–
10	942	Rathconrath, .	Milltown, . .	–	–	[b]–	76	55	131	–	48	1*	–
11	943	Templepatrick,	Moyvore, m.	98	–	98	95	–	95	35	38	1	–
12	944	Do. . .	Do. f.	–	65	65	–	62	62	24	29	–	1
13	1122	Castlelost. .	Rochfordbridge, m.	58	–	58	53	–	53	28	29	1*	–
14	1208	Ballyloughloe, .	Mount Temple, f.	–	67	67	–	69	69	32	35	–	1
15	1313	Ballymoran, .	Newbristy, m.	44	–	44	63	–	63	15	24	1	–
16	1314	Killucan, . .	Corralstown, m.	79	–	79	76	–	76	35	36	1*	–
17	1315	Kilbeggan, .	Kilbeggan, m.	105	–	105	110	–	110	50	49	1	–
18	1422	Templeoran, .	Sonna, m.	84	–	84	81	–	81	29	34	1	–
19	1428	Rathconrath, .	Irishtown, . .	83	54	137	65	63	128	61	50	1	–
20	1429	Street, . .	Lismacaffrey, m.	83	–	83	85	–	85	32	40	1	–
21	1430	St. Mary's, .	Anchorsbower, m.	123	–	123	150	–	150	65	78	1*	–
22	1474	Killulagh, .	Glaxtown, . .	21	24	45	28	23	51	20	24	1	–
23	1492	Kilmacravin, .	Emper, f.	–	65	65	–	58	58	30	33	–	1
24	1493	St. Mary's, .	Anchorsbower, f.	–	109	109	–	154	154	65	80	–	1
25	1527	Killucan, . .	Corralstown, f.	–	69	69	–	81	81	24	29	–	1
26	1565	Street, . .	Lismacaffrey, f.	–	64	64	–	106	106	23	42	–	1*
27	1731	Kilbixy, . .	Ballinacargy, . .	101	76	177	88	78	166	80	80	1	–
28	1754	Kilkenny, West,	Toberclair, m.	96	–	96	141	–	141	49	60	1*	–

[a] Residence rent free for teacher.

[b] Closed this half-year.

on the 31st December, 1855.—Province of LEINSTER: QUEEN'S County—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3²	R.C.	–	–	–	–	–	1	0	15	5		—		12	10	0	0	10	0	—			0	10	0	V.C.	59
3²	R.C.	–	–	–	–	–	1	2	10	0		—		14	0	0	1	7	9	—			1	7	9	V.C.	60
3²	R.C.	–	–	–	–	–	1	1	1	4		—		16	0	0	3	5	0	—			3	5	0	V.C.	61
3¹	R.C.	–	–	–	–		1	0	9	8		—		16	0	0	2	17	0	—			2	17	0	V.C.	62
1³	R.C.	–	–	–	–	–	1	0	12	6	1	10	0	10	0	0	4	10	0	14	0	0	[a]18	10	0	V.C.	63
3¹	R.C.	–	–	–	–	–	1	1	1	0		—		19	0	0	5	9	7	4	0	0	[a]9	9	7		64
1³	R.C.	–	–	–	–	1	2	1	5	3		—		23	15	0	4	5	1	—			4	5	1		65
3¹	R.C.	–	–	1	–	–	2	0	14	2		—		27	0	0	1	10	0	1	0	0	[a]2	10	0		66
3²	R.C.	–	–	–	–	–	1		—			—		16	0	0	4	11	9	—			[a]4	11	9		67
2³	R.C.	–	–	–	–	–	1		—			—		11	6	8	1	16	2	—			1	16	2		68
2¹	R.C.	–	–	–	–	–	1	1	7	1		—		20	10	0	4	11	1	12	0	0	[a]16	11	1		69
1³	R.C.	–	–	–	–	–	1	1	13	3		—		21	10	0	4	14	4	—			[a]1	14	4		70
3¹	R.C.	–	–	–	–	–	1	0	12	11		—		19	0	0	3	4	6	—			3	4	6		71
2¹	R.C.	–	–	–	–	–	1	0	11	7	1	10	0	16	13	4	1	7	11	7	6	8	[a]8	14	7		72
Prob.	E.C.	–	–	–	–	–	1		—			—		20	13	4		—			—			—			73
3¹	R.C.	–	–	–	–	–	1		—			—		18	16	8	8	0	0		—		8	0	0		74
2¹	E.C.	–	–	–	–	–	1	1	17	0		—		24	0	0		—		15	0	0	[a]15	0	0		75
3¹	E.C.	–	–	–	–	–	1	0	10	3		—		14	0	0		—		15	0	0	[a]15	0	0		76
1²	R.C.	–	–	–	–	–	1	0	13	5		—		34	0	0		—		20	0	0	[a]20	0	0		77
Nuns.	R.C.	–	–	–	–	1	3	2	6	5	3	0	0	32	5	0	20	0	0	14	6	0	34	6	0		78
3²	R.C.	–	–	–	–	–	1	2	4	5	1	10	0	16	0	0		—		5	2	9	5	2	9		79
2²	R.C.	–	–	–	–	–	1	2	13	8	1	10	9	22	0	0	7	15	0		—		7	15	0		80
3²	R.C.	–	–	–	–	–	1		—		1	17	6	11	0	0	4	7	4		—		4	7	4		81
3²	R.C.	–	–	–	–	–	1		—			—		11	0	0		—		12	0	0	[a]12	0	0		82
–	–	–	–	–	–	–																					
Prob.	E.C.	–	–	–	–	–	2	1	4	6		—			—			—			—			—			83
Nuns.	R.C.	–	–	–	–	–	3	0	18	3	11	0	0	49	3	4		—			—			—			84
–	–	1	1	7	4	4	109	100	4	9	58	5	0	1,721	8	8	296	1	3	196	10	3	492	11	6		84

WESTMEATH—110 Schools.

3¹	R.C.	–	–	–	–	–	1	0	12	8		—		20	0	0	4	8	6	—			4	8	6	V.T.	1
1¹	R.C.	–	–	–	–	–	1	2	0	0		—		50	3	6	6	0	10	22	3	5	28	4	3	V.T.	2
3²	R.C.	–	–	–	–	–	1	1	15	0	1	10	0	12	18	4	2	0	0	12	0	0	[a]14	0	0	V.T.	3
1²	R.C.	1	–	–	1	–	3	11	13	7	2	5	0	59	13	4		—		30	4	0	30	4	0	V.T.	4
Nun.	R.C.	–	–	–	–	1	2		—		4	2	6	15	15	0		—		18	1	8	18	1	8	V.T.	5
2¹	R.C.	–	–	–	–	–	1	1	14	11		—		29	0	0	1	11	8		—		1	11	8		6
3¹	R.C.	–	–	1	–	–	2		—		1	10	0	26	0	0	1	12	9		—		1	12	9		7
3²	R.C.	–	–	1	–	–	2	1	3	3		—		24	0	0	6	7	0		—		6	7	0		8
1³	R.C.	–	–	–	–	–	1	0	19	8		—		28	10	0	4	0	0	4	0	0	[a]8	0	0	V.T.	9
3¹	R.C.	–	–	–	–	–	1	0	14	10		—		7	18	4	1	15	1		—		1	15	1		10
2²	R.C.	–	–	–	–	–	1	1	5	3		—		23	0	0	6	10	6	4	0	0	10	10	6	V.T.	11
3²	R.C.	–	–	–	–	–	1		—			—		15	0	0	0	9	6	1	0	0	1	9	6	V.T.	12
2¹	R.C.	–	–	–	–	–	1		—			—		24	0	0	4	2	6	1	0	0	5	2	6		13
3²	R.C.	–	–	–	–	–	1	0	16	6	1	10	0	15	0	0	2	1	0		—		2	1	0	V.T.	14
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	11	11	8	0	4	9		—		0	4	9	V.T.	15
3²	R.C.	–	–	–	–	–	1	0	10	1	1	10	0	16	0	0	3	16	0		—		3	16	0	V.T.	16
3¹	R.C.	–	–	–	1	–	2	5	8	6		—		22	13	4	7	14	0		—		7	14	0	V.T.	17
2²	R.C.	–	–	–	–	–	1	0	12	0	1	10	0	22	0	0	1	15	0	5	0	0	[a]6	15	0	V.T.	18
3¹	R.C.	–	–	1	–	–	2	1	2	4		—		27	0	0	2	11	6		—		2	11	6	V.T.	19
2²	R.C.	–	–	–	–	–	1	2	18	10	1	10	0	22	0	0	6	9	3		—		6	9	3	V.T.	20
2²	R.C.	–	–	–	–	–	1	4	1	7	1	17	6	28	0	0	10	14	8		—		10	14	8	A.	21
3²	R.C.	–	–	–	–	–	1	0	12	7	1	10	0	16	0	0	1	15	10	0	4	6	2	0	4		22
3²	R.C.	–	–	–	–	–	1		—			—		15	10	0	2	0	0		—		2	0	0	V.T.	23
2¹	R.C.	–	1	–	–	–	2	1	18	2	2	5	0	30	1	8	5	14	1		—		5	14	1	A.	24
3¹	R.C.	–	–	–	–	–	1	0	19	4	1	10	0	15	15	0	2	16	7		—		2	16	7	V.T.	25
2¹	R.C.	–	–	–	–	–	1	0	18	4	1	10	0	18	16	8	1	14	7		—		1	14	7	V.T.	26
3²	R.C.	–	–	1	1	–	3	1	1	11	2	5	0	31	3	4	3	0	0	2	15	0	5	15	0		27
1³	R.C.	1	–	–	–	–	2	1	9	10	1	10	0	42	10	0	5	19	1		—		5	19	1	V.T.	28

[a] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
29	1880	Ballymoran,	Newbristy, f.	–	79	79	–	80	80	15	23	–	1
30	1907	Templeoran,	Sonna, f.	–	55	55	–	48	48	20	28	–	1
31	1971	Kilbeggan,	Kilbeggan, f.	–	89	89	–	125	125	46	40	–	1*
32	2092	Castletown Kindalen,	Castletown Geoghegan, m.	102	–	102	94	–	94	46	44	1*	–
33	2093	Do.	Do. f.	–	80	80	–	76	76	32	36	1	–
34	2262	Castletowndelvin,	Crowinstown, m.	47	–	47	45	–	45	18	20	1*	–
35	2263	Do.	Do. f.	–	–	[a] –	–	50	50	27	24	–	1*
36	2405	Multifarnham,	Multifarnham, m.	69	–	69	71	–	71	28	30	1	–
37	3117	Killagh,	Killough,	39	39	78	34	39	73	26	29	1*	–
38	3244	Lackan,	Lackan and Leauy, m.	64	–	64	66	–	66	26	27	1*	–
39	3245	Mullingar,	Walshestown,	45	30	75	37	34	71	37	38	–	1
40	3274	St. Mary's,	Athlone, Workhouse,	139	149	288	97	146	243	252	222	1	–
41	3555	Killucan,	Kinnegad, m.	101	–	101	101	–	101	44	46	1*	–
42	3650	Mullingar,	Mullingar, Workho.	164	244	408	144	162	306	232	226	1	–
43	3785	Kilkenny, West,	Toberclair, f.	–	91	91	–	131	131	31	55	–	1
44	3883	Multifarnham,	Multifarnham, f.	–	72	72	–	66	66	25	36	–	1
45	3901	Mullingar,	Ballinea, m.	51	–	51	69	–	69	20	26	1	–
46	3936	Mayne,	Cool, m.	100	–	100	104	–	104	46	43	1	–
47	3937	Do.	Do. f.	–	70	70	–	74	74	40	36	–	1*
48	4087	Mullingar,	Mullingar, Parish,	33	25	58	35	21	56	18	22	1	–
49	4088	Do.	Glasscorn, m.	–	–	[c] –	37	46	83	–	27	–	1
50	4155	St. Mary's,	Coosan,	46	48	94	58	52	110	35	45	1	–
51	4306	Lickbra,	Ballinameigh,	26	51	77	26	38	64	37	31	–	1*
52	4332	Kilmanaghan,	Moate, m.	100	–	100	115	–	115	43	51	1*	–
53	4333	Do.	Do. f.	–	109	109	–	111	111	28	36	–	1
54	4397	Killucan,	Knockerville,	66	50	116	53	47	100	35	37	1	–
55	5090	Rahugh,	Arden,	72	66	138	77	72	149	78	74	1*	–
56	5091	Mullingar,	Mullingar, prep. m.	92	–	92	149	–	149	35	68	1*	–
57	5101	Rathaspick,	Rathowen, m.	70	–	70	76	–	76	26	30	1*	–
58	5109	Lynn,	Gainstown,	48	32	80	59	51	110	32	51	1	–
59	5282	Killua,	Claron,	29	24	53	35	24	59	22	28	1*	–
60	5307	Rathaspick,	Rathowen, f.	–	67	67	–	56	56	25	30	–	1
61	5332	Taghmon,	Carley, m.	116	–	116	99	–	99	39	39	1	–
62	5333	Do.	Do. f.	–	73	73	–	64	64	27	31	–	1
63	5389	Portnashangan,	Ballinafid, m.	54	–	54	56	–	56	22	29	1	–
64	5390	Do.	Do. f.	–	64	64	–	44	44	20	20	–	1*
65	5391	Street,	Rath, m.	84	–	84	73	–	73	30	34	1*	–
66	5392	Do.	Do. f.	–	68	68	–	50	50	29	28	–	1
67	5393	Rathconnell,	Turin, m.	67	–	67	67	–	67	24	21	1	–
68	5394	Mullingar,	Mullingar, Par. prep. f.	33	32	65	30	38	68	17	26	–	1
69	5415	St. Feighin's,	Carpenterstown,	20	51	71	22	42	64	35	35	–	1
70	5416	St. Mary's,	Fore, m.	66	–	66	59	–	59	29	25	1	–
71	5417	Do.	Do. f.	–	71	71	–	65	65	28	28	–	1*
72	5475	Mullingar,	Mullingar Gaol, m.	21	–	21	25	–	25	6	7	1	–
73	5512	Rathconnell,	Turin, f.	–	50	50	–	46	46	15	20	–	1*
74	5513	Rathgarve,	Castlepollard, m.	80	–	80	78	–	78	38	40	1	–
75	5514	Do.	Do. f.	–	66	66	–	77	77	34	38	–	1*
76	5606	Killucan,	Kinnegad, f.	–	104	104	–	94	94	44	49	–	1*
77	5607	Portnashangan,	Balrath,	37	38	75	42	40	82	36	44	1	–
78	5613	Mullingar,	Mullingar Gaol, f.	–	18	18	–	14	14	5	5	–	1
79	5696	Rathconnell,	Loughagar,	30	47	77	52	73	125	26	38	–	1
80	5751	Foyran,	Tullystown,	27	58	85	40	39	79	40	39	1	–
81	5780	Killaro,	Ballymore, m.	82	–	82	71	–	71	21	21	1	–
82	5781	Do.	Do. f.	–	103	103	–	81	81	23	25	–	1
83	5916	Newtown,	Guilford,	93	–	93	83	–	83	31	30	1*	–
84	5963	Drumnaney,	Ardnagragh, m.	79	–	79	68	–	68	31	34	1*	–
85	5964	Do.	Do. f.	–	77	77	–	64	64	28	32	–	1*
86	5979	Ballyloughloe,	Dunlum,	46	49	95	30	37	67	43	36	1*	–
87	6040	Newtown,	Tyrrellspass, f.	–	98	98	–	83	83	26	25	–	1*
88	6041	Kilcleagh,	Bogaugh,	65	49	114	96	70	166	30	45	1	–
89	6075	Pass of Kilbride,	Milltown, temp. m.	71	–	71	54	–	54	35	34	1*	–

[a] No return this half-year.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of LEINSTER : County of WESTMEATH—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									
Teachers.		Assistants.		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	0	19	3	—			0	19	3	V.T.	29
3²	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	14	0	0	4	15	5	—			4	15	5	V.T.	30
2²	R.C.	–	–	–	–	1	2	—			—			24	16	8	12	13	2	—			12	13	2	V.T.	31
2²	R.C.	–	–	–	–	–	1	2	7	7	—			22	0	0	3	0	3	—			3	0	3	V.T.	32
3¹	R.C.	–	–	–	–	–	1	0	10	7	—			16	0	0	1	3	5	—			1	3	5	V.T.	33
3²	R.C.	–	–	–	–	–	1	—			1	10	0	11	5	0	1	7	6	—			1	7	6	V.T.	34
2¹	R.C.	–	–	–	–	–	1	0	14	10	1	10	0	21	0	0	3	1	4	—			3	1	4	V.T.	35
Prob.	R.C.	–	–	–	–	–	1	0	17	6	—			12	10	0	0	6	4	—			0	6	4	V.T.	36
3²	R.C.	–	–	–	–	–	1	1	2	0	1	10	0	14	0	0	1	16	0	—			1	16	0		37
3¹	R.C.	–	–	–	–	–	1	1	5	3	1	10	0	19	0	0	1	4	7	1	0	0	2	4	7		38
2²	R.C.	–	–	–	–	–	1	1	3	8	1	10	0	23	15	0	1	14	9	—			[b]1	14	9		39
2¹	R.C.)	–	–	–	–	–	2	4	15	1	9	7	4	—			—			—			—				40
3²	R.C.)																										
2¹	R.C.	–	–	–	1	–	2	1	3	6	1	17	6	32	0	0	11	0	0	—			[b]11	0	0		41
3²	R.C.)	–	–	–	–	–	2	—			—			—			—			—			—				42
Prob.	R.C.)																										
2²	E.C.	–	–	–	–	1	2	0	13	0	—			27	10	0	5	12	7	—			5	12	7	V.T.	43
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	0	10	7	—			0	10	7	V.T.	44
3²	R.C.	–	–	–	–	–	1	—			1	10	0	16	5	0	3	10	0	—			3	10	0	V.T.	45
3²	R.C.	–	–	–	–	–	1	1	19	10	1	10	0	15	3	4	3	9	10	—			3	9	10	V.T.	46
2¹	R.C.	–	–	–	–	–	1	1	7	3	1	10	0	19	10	0	1	10	3	—			1	10	3	V.T.	47
2²	E.C.	–	–	–	–	–	1	1	12	3	—			22	0	0	0	16	0	—			[b]0	16	0		48
3¹	R.C.	–	–	–	–	–	1	0	10	6	1	10	0	2	16	8	1	14	0	—			[b]1	14	0		49
3¹	R.C.	–	–	–	–	–	1	0	13	0	—			12	10	0	3	1	4	—			3	1	4		50
2²	R.C.	–	–	–	–	–	1	1	12	8	1	10	0	18	0	0	3	0	0	4	0	0	[b]7	0	0		51
3¹	R.C.	–	–	–	1	–	2	2	2	6	1	17	6	24	3	4	6	10	1	—			6	10	1		52
3¹	R.C.	–	–	1	–	–	2	1	7	0	1	10	0	24	0	0	4	16	8	—			4	16	8		53
3¹	R.C.	–	–	–	–	–	1	0	14	1	1	10	0	19	0	0	1	15	6	—			1	15	6		54
3²	R.C.	–	–	1	–	–	2	—			—			21	13	4	5	13	10	—			5	13	10		55
3¹	R.C.	–	–	–	1	–	2	—			—			25	0	0	—			7	0	0	7	0	0		56
3²	R.C.	–	–	–	–	–	1	1	12	9	—			16	0	0	2	9	4	—			2	9	4		57
2²	R.C.	–	–	–	–	–	1	—			—			22	0	0	5	17	6	—			5	17	6		58
2²	R.C.	–	–	–	–	–	1	1	2	1	—			22	0	0	2	3	1	—			2	3	1		59
3¹	R.C.	–	–	–	–	–	1	—			—			16	0	0	0	16	16	—			0	16	6		60
2²	R.C.	–	–	–	–	–	1	1	10	7	—			22	0	0	5	12	3	—			5	12	3		61
Prob.	R.C.	–	–	–	–	–	1	1	9	3	—			12	1	8	2	17	7	—			2	17	7		62
3¹	R.C.	–	–	–	–	–	1	1	12	7	—			19	0	0	0	12	0	9	0	0	9	12	0		63
3¹	R.C.	–	–	–	–	–	1	—			—			16	0	0	0	6	6	6	0	0	[b]6	6	6		64
3¹	R.C.	–	–	–	–	–	1	1	5	1	—			19	0	0	3	13	4	2	0	0	5	13	4		65
Prob.	R.C.	–	–	–	–	–	1	0	15	0	—			16	6	8	1	2	4	—			1	2	4		66
3²	R.C.	–	–	–	–	–	1	0	16	6	—			14	15	0	1	5	0	—			1	5	0		67
3²	E.C.	–	–	–	–	–	1	—			—			14	0	0	—			—			—				68
3²	R.C.	–	–	–	–	–	1	1	2	11	—			16	5	0	1	10	0	—			1	10	0		69
3²	R.C.	–	–	–	–	–	1	1	4	7	—			16	0	0	0	13	6	—			[b]0	13	6		70
3¹	R.C.	–	–	–	–	–	1	—			—			15	10	0	0	12	0	—			[b]0	12	0		71
Prob.	E.C.	–	–	–	–	–	1	—			—			—			—			—			—				72
3¹	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	15	9	—			1	15	9		73
3¹	R.C.	–	–	–	–	–	1	2	13	8	—			20	0	0	10	0	0	4	0	0	14	0	0		74
1³	R.C.	–	–	–	–	–	1	0	17	1	—			22	10	0	3	1	8	—			3	1	8		75
1³	R.C.	–	–	–	–	1	2	1	9	1	—			23	16	8	10	0	0	—			10	0	0		76
3²	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	2	12	0	—			2	12	0		77
Prob.	E.C.	–	–	–	–	–	1	—			—			—			—			—			—				78
3¹	R.C.	–	–	–	–	–	1	—			1	10	0	17	0	0	5	5	4	—			5	5	4		79
3¹	R.C.	–	–	–	–	–	1	0	18	4	1	10	0	16	10	0	2	15	6	—			[b]2	15	6		80
3¹	E.C.	–	–	–	–	–	1	1	0	0	1	10	0	19	0	0	—			10	0	0	10	0	0		81
3²	E.C.	–	–	–	–	–	1	1	18	0	1	10	0	14	0	0	—			5	0	0	5	0	0		82
2²	R.C.	–	–	–	–	–	1	1	18	6	—			23	0	0	6	9	5	—			6	9	5		83
3¹	R.C.	–	–	–	–	–	1	0	8	11	—			19	0	0	1	19	4	5	0	0	6	19	4		84
2²	R.C.	–	–	–	–	–	1	0	11	1	—			19	10	0	1	10	0	6	10	0	8	0	0		85
1³	R.C.	–	–	1	1	–	3	0	10	6	—			31	6	8	2	17	5	—			2	17	5		86
1³	R.C.	–	–	–	–	–	1	0	8	7	—			23	0	0	5	5	2	—			5	5	2		87
3¹	R.C.	–	–	–	–	–	1	0	7	1	—			19	0	0	3	15	9	—			3	15	9		88
2²	R.C.	–	–	–	–	–	1	0	10	3	—			22	0	0	3	11	1	—			3	11	1		89

[c] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept. 1855.	No. of Principal Teachers. Males.	Females
90	6076	Pass of Kilbride,	Miltown, temp. f.	–	67	67	–	60	60	30	32	–	1
91	6191	St. Feighin's,	Do. temp. No. 3.	35	18	53	44	21	65	27	26	1	–
92	6277	Castletowndelvin,	Mulroo,	33	41	74	30	24	54	30	23	1	–
93	6283	Castletown Kindalen,	Ballinagore, m.	99	–	99	119	–	119	37	60	1*	–
94	6428	Kilbride,	Kilbride, m.	58	–	58	54	–	54	22	24	1*	–
95	6429	Do.	Do. f.	–	48	48	–	53	53	20	22	–	1*
96	6430	St. Feighin's,	Cummerstown,	40	35	[b]75	47	42	[b]89	32	30	1	–
97	6556	Lackan,	Lackan and Leany, f.	–	67	67	–	67	67	24	33	–	1
98	6631	Foyran,	Finea,	57	38	95	59	43	102	41	36	–	1
99	6673	Mullingar,	Ballinea, f.	–	42	42	–	56	56	21	25	–	1
100	6674	Castlelost,	Rochford Bridge, f.	–	52	52	–	57	57	25	28	–	1
101	6675	Castletown Kindalen,	Ballinagore, f.	–	74	74	–	72	72	29	28	–	1
102	6791	Rathgarve,	Millcastle,	18	25	43	23	29	52	22	26	1	–
103	6866	Castletowndelvin,	Castowndelvin, P.L.U.	24	48	72	24	32	56	50	34	1 –	– 1
104	7011	Rathaspig,	Corry,	63	33	96	70	47	117	50	56	1	–
105	7129	St. Feighin's,	Collinstown, m.	55	–	[b]55	55	–	[b]55	[b]21	[b]29	1	–
106	7130	Do.	Do. f.	–	63	63	–	89	89	31	34	–	1*
107	7170	Drumraney,	Drumraney, m.	56	–	56	71	–	71	19	30	1	–
108	7171	Do.	Do. f.	–	58	58	–	70	70	28	31	–	1
109	7212	Castletowndelvin,	Rossmead,	16	10	26	13	9	22	19	16	1*	–
110	7249	Ballymore,	Movaughley,	–	–	[c]–	35	62	[b]97	[c]–	[b]73	1*	–
			Total in Westmeath,	4,646	4,464	9,110	4,931	4,799	9,730	3,967	4,472	65	48

COUNTY OF

1	945	Ballyanne,	Rathgenogue, m.	60	–	60	68	–	68	20	38	1*	–
2	946	Bannon,	Danescastle,	63	37	100	86	45	131	46	68	1	–
3	947	Carrick,	Barntown,	25	11	36	58	54	112	23	70	1	–
4	948	Duncormick,	Rathangan,	8	49	57	7	30	37	27	12	–	1
5	949	Kilcaven,	Killanerin, m.	75	–	75	76	–	76	33	35	1	–
6	950	Do.	Do. f.	–	51	51	–	61	61	29	31	–	1
7	955	Kilmannan,	Forth,	32	26	58	45	38	83	28	43	1	–
8	956	Do.	Clearistown,	32	31	63	59	54	113	30	59	1	–
9	957	Kilmakea,	Horeswood, m.	121	–	121	167	–	167	30	55	1	–
10	958	Do.	Do., f.	–	75	75	–	106	106	28	53	–	1
11	959	Killinick,	Mountfield,	57	26	83	54	26	80	31	39	1	–
12	960	Kilmore,	Kilmore, No. 1, m.	45	–	45	57	–	57	22	29	1*	–
13	961	Do.	Do. No. 2, m.	71	–	71	70	–	70	29	44	1	–
14	963	Killurin,	Glyn, m.	58	–	58	89	–	89	23	36	1	–
15	964	Lady's Island,	Lady's Island, m.	56	–	56	58	–	58	33	41	1	–
16	965	Mulrankin,	Mulrankin,	44	27	71	56	23	79	30	35	1*	–
17	967	St. Mary's,	New Ross, f.	–	343	343	–	494	494	124	286	–	3
18	968	St. John,	Wexford, m.	134	–	134	116	–	116	50	60	1*	–
19	969	Do.	Do. f.	–	531	531	–	610	610	229	296	–	3
20	970	Whitechurch,	Ballykelly,	–	–	[d]–	31	32	63	–	39	1	–
21	1123	Mayglass,	Mayglass,	63	56	119	68	49	117	69	83	1*	–
22	1316	Ballyhogue,	Galbally, m.	47	–	47	60	–	60	16	26	1	–
23	1427	Ardcolm,	Castlebridge, m.	65	–	65	100	–	100	36	50	1*	–
24	1491	Ballyhogue,	Galbally, f.	–	52	52	–	54	54	13	20	–	1*
25	1760	Ballymitty,	Hilltown, m.	20	–	20	51	–	51	19	23	1	–
26	1761	Ferns,	Ferns, f.	–	109	109	–	131	131	28	53	–	1*
27	1762	Taghmon,	Taghmon,	82	–	82	96	–	96	33	43	1	–
28	1766	Carnew,	Ballyellis,	47	22	69	59	50	109	18	43	1	–
29	1908	Tacumshin,	Tacumshin,	18	17	35	29	27	56	20	36	1	–
30	1910	Tomhaggard,	Tomhaggard,	37	23	60	43	22	65	27	31	1*	–
31	1929	Tintern,	Ballycallane, m.	77	–	77	107	–	107	25	50	1*	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of LEINSTER: County of WESTMEATH—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.										Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.										Vested or Non-Vested.	Number.
Teachers.			Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.					
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				
2[1]	R.C.	–	–	–	–	–	1	0	11	3	—			20	10	0	3	13	6	—			3	13	6				90
Prob.	R.C.	–	–	–	–	–	1	0	14	6	—			11	15	0	1	19	5	—			1	19	5				91
3[2]	R.C.	–	–	–	–	–	1	1	2	11	—			16	0	0	2	6	0	—			2	6	0				92
2[2]	R.C.	–	–	–	–	–	1	2	0	9	—			17	10	0	5	15	9	—			5	15	9				93
3[1]	R.C.	–	–	–	–	–	1	1	16	0	1	10	0	19	0	0	1	19	4	—			1	19	4				94
3[1]	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	16	0	0	2	16	8	—			2	16	8				95
3[2]	R.C.	–	–	–	–	–	1	1	10	2	1	10	0	16	0	0	1	17	2	—			[a]1	17	2				96
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	1	2	0	—			1	2	0				97
3[1]	R.C.	–	–	–	–	–	1	1	4	10	1	10	0	14	5	0	1	17	10	—			[a]1	17	10				98
3[2]	R.C.	–	–	–	–	–	1	1	1	2	—			14	0	0	0	13	6	2	15	0	3	8	6				99
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	2	4	0	—			2	4	0				100
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	21	10	0	1	15	11	—			1	15	11				101
3[2]	R.C.	–	–	–	–	–	1	1	9	4	—			16	0	0	6	7	4	—			[a]6	7	4				102
Prob.	R.C. }	–	–	–	–	–	2	—			—			—			—			—			—						103
Prob.	R.C. }																												
3[2]	R.C.	–	–	–	–	–	1	2	3	10	—			16	0	0	4	11	0	—			4	11	0				104
Prob.	R.C.	–	–	–	–	–	1	0	12	6	—			15	0	0	2	11	0	—			[a]2	11	0				105
2[2]	R.C.	–	–	–	–	–	1	0	14	6	—			16	0	0	4	9	10	—			4	9	10				106
3[2]	R.C.	–	–	–	–	–	1	0	8	6	—			20	5	0	1	18	0	—			1	18	0				107
3[2]	R.C.	–	–	–	–	–	1	—			—			11	16	8	1	0	1	—			1	0	1				108
3[1]	R.C.	–	–	–	–	–	1	1	0	0	4	0	0	16	0	0	2	10	0	—			[a]2	10	0				109
3[1]	R.C.	–	–	–	–	–	1	0	9	0	5	0	0	5	13	4	1	10	0	—			1	10	0				110
–	–	2	1	7	7	4	134	116	2	11	90	7	4	2,039	15	2	325	15	0	180	13	7	506	8	7				110

WEXFORD—131 Schools.

3[1]	R.C.	–	–	–	–	–	1	0	13	10	—			19	0	0	3	18	6	10	9	3	14	7	9		v.t.		1
3[1]	R.C.	–	–	–	–	1	2	1	7	2	—			18	15	0	16	0	0	—			[a]16	0	0				2
2[2]	R.C.	–	–	–	–	–	1	1	5	8	—			18	13	4	7	13	10	—			7	13	10				3
Prob.	R.C.	–	–	–	–	–	1	0	7	11	1	10	0	16	16	8	4	5	0	—			4	5	0				4
Prob.	R.C.	–	–	–	–	–	1	1	7	0	1	10	0	16	0	0	1	16	8	—			1	16	8				5
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	13	1	8	1	7	3	—			1	7	3				6
Prob.	R.C.	–	–	–	–	–	1	1	15	6	1	10	0	11	6	8	2	0	4	—			2	0	4				7
Prob.	R.C.	–	–	–	–	–	1	—			—			11	11	8	11	0	0	—			11	0	0				8
2[1]	R.C.	–	–	–	–	–	1	1	10	7	—			24	0	0	3	19	3	—			3	19	3				9
3[2]	R.C.	–	–	–	–	–	1	0	8	3	—			14	0	0	2	13	7	—			2	13	7				10
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	7	17	11	—			7	17	11				11
2[2]	R.C.	–	–	–	–	–	1	1	0	0	—			23	0	0	3	15	6	—			3	15	6				12
2[2]	R.C.	–	–	–	–	–	1	0	12	1	—			23	0	0	2	9	10	—			2	9	10				13
2[2]	R.C.	–	–	–	–	–	1	2	0	0	—			23	0	0	1	19	0	—			1	19	0				14
3[1]	R.C.	–	–	–	1	–	2	1	7	5	—			17	6	8	12	1	0	—			12	1	0				15
2[1]	R.C.	–	–	–	–	–	1	0	10	8	—			25	0	0	5	17	3	—			5	17	3				16
Nuns.	R.C.	–	–	1	–	1	5	3	5	7	—			61	18	4	7	0	4	15	0	0	22	0	4				17
2[1]	R.C.	–	–	–	1	–	2	1	0	0	—			27	18	4	—			15	0	0	[a]15	0	0				18
Nuns.	R.C.	–	–	–	1	–	4	—			5	12	6	58	8	4	—			10	0	0	10	0	0				19
3[2]	R.C.	–	–	–	–	–	1	0	5	5	—			5	13	4	1	4	0	—			1	4	0				20
1[3]	R.C.	–	–	–	–	–	1	3	4	3	—			28	10	0	11	15	4	—			11	15	4				21
3[2]	R.C.	–	–	–	–	–	1	1	4	9	1	19	0	16	0	0	2	16	6	—			2	16	6		v.t.		22
1[3]	R.C.	–	–	–	–	–	1	1	3	6	1	10	0	30	0	0	7	0	0	—			7	0	0		v.t.		23
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	1	10	0	—			1	10	0		v.t.		24
3[2]	R.C.	–	–	–	–	–	1	0	19	9	1	10	0	16	0	0	3	6	4	—			3	6	4				25
3[1]	R.C.	–	–	–	–	–	1	0	9	8	1	17	6	16	0	0	6	13	8	2	10	0	[a]9	3	8				26
3[2]	R.C.	–	–	–	–	–	1	1	14	10	1	10	0	16	0	0	3	3	0	—			3	3	0				27
2[2]	R.C.	–	–	–	–	–	1	1	11	0	1	10	0	22	0	0	3	3	0	—			[a]3	3	0				28
3[1]	R.C.	–	–	–	–	–	1	0	17	6	—			19	0	0	5	19	3	—			5	19	3				29
2[2]	R.C.	–	–	–	–	–	1	1	17	0	—			20	0	0	3	19	1	—			3	19	1				30
3[2]	R.C.	–	–	–	–	–	1	2	10	5	—			16	0	0	6	14	0	—			6	14	0				31

[c] Not taken into connexion until after this date.

[d] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th Sept., 1855. Males.	Females.	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
32	2096	Templetown,	Templetown, m.	80	–	80	128	–	128	45	60	1*	–
33	2097	Do.	Do. f.	–	76	76	–	122	122	36	52	–	1*
34	2098	Fethard,	Poulfer, m	120	–	120	124	–	124	31	50	1	–
35	2099	Do.	Do. f.	–	96	[a]96	–	111	111	53	35	–	1
36	2100	Clonleigh,	Donard, m.	65	–	65	95	–	95	22	40	1*	–
37	2101	Do.	Do. f.	–	60	60	–	82	82	17	29	–	1*
38	2142	Templeshambo,	Kiltealy,	30	35	65	48	47	95	26	43	1	–
39	2257	Newbawn,	Raheen,	77	51	128	75	60	135	30	65	1*	–
40	2311	Taghmon,	Trinity,	26	28	54	26	24	50	18	26	1	–
41	2451	St. Mary's,	New Ross, m.	247	–	247	239	–	239	136	158	1*	–
42	2698	Carnew,	Askamore,	37	30	67	40	35	75	16	34	1	–
43	2885	Kilrush,	Kingsland,	33	29	62	47	46	93	16	35	1	–
44	3081	Duncormick,	Duncormick,	87	31	118	89	41	130	66	55	1	–
45	3178	Kilbride,	Clologue,	37	35	72	45	41	86	24	33	1	–
46	3179	Ferns,	Ferns, m.	115	–	115	127	–	127	42	56	1	–
47	3258	Tintern,	Ballycullane, f.	–	88	88	–	118	118	22	44	–	1*
48	3480	St. James and Dunbrody,	Ramsgrange, m.	88	–	88	124	–	124	29	60	1	–
49	3481	Do.	Do. f.	–	94	94	–	155	155	25	66	–	1*
50	3508	Carrick,	Wexford, Workhouse,	182	198	380	176	163	339	263	246	1* –	– 1*
51	3520	St. Mary's,	New Ross, Workhouse,	138	136	274	127	115	242	219	197	1 –	– 1
52	3527	Carne,	Carne,	15	20	35	14	21	35	25	26	–	1
53	3540	Mulragh,	Oulart, m.	376	–	376	147	–	147	19	28	1	–
54	3601	Donaghmore,	Ballygarret, m	110	–	110	141	–	141	66	84	1*	–
55	3602	Do.	Do. f.	–	71	71	–	105	105	21	43	–	1*
56	3633	St. Mary's, Newtownbarry,	Newtownbarry, m.	131	–	131	150	–	150	56	66	1*	–
57	3634	Do.	Do. f.	–	115	115	–	129	129	55	76	–	1
58	3754	Horetown,	Cullenstown,	59	40	99	54	48	102	20	55	1	–
59	3755	Adamstown,	Adamstown, m.	38	–	38	84	–	84	16	38	1*	–
60	3756	Do.	Do. f.	–	31	31	–	114	114	26	44	–	1*
61	3824	Kilmichalogue,	Gorey, f.	–	207	207	–	252	252	119	149	–	2
62	3902	Templeshambo,	Ballindaggin,	117	91	208	122	91	213	85	100	1*	–
63	4090	Ardamine,	River Chapel, m	49	–	49	56	–	56	25	28	1	–
64	4091	Do.	Do. f.	–	56	56	–	65	65	29	38	–	1
65	4092	Ballyhuskard,	Balloughkeen,	73	37	110	87	49	136	31	66	1*	–
66	4156	Mulragh,	Oulart, f.	–	72	72	–	67	67	12	27	–	1*
67	4183	Clonmore,	Bree, m.	90	–	90	74	–	74	20	32	1*	–
68	4264	Kilcomb,	Ballyduff,	51	48	99	55	49	104	24	40	1	–
69	4479	Newbawn,	Carrickburn,	51	51	102	–	–	[c]–	16	[c]–	1*	–
70	4555	Kilpatrick,	Sien,	51	36	87	79	62	141	27	58	1	–
71	4602	Killurin,	Glynn, f.	–	270	270	–	380	380	22	45	–	1
72	4652	Clongeen,	Clongeen, m.	36	–	36	65	–	65	13	21	1*	–
73	4878	Clonmore,	Bree, f.	–	50	50	–	50	50	9	23	–	1
74	4887	Kildavin,	Murrintown,	38	33	71	37	29	66	28	32	1	–
75	4949	St. John's,	Wexford, No. 2, f.	–	284	284	–	409	409	101	138	–	2
76	4990	Rathmacnea,	Piercestown,	63	32	95	77	37	114	45	58	1	–
77	5015	Clongeen,	Clongeen, f.	–	41	41	–	74	74	13	25	–	1
78	5034	Ballymitty,	Hiltown, f.	–	93	93	–	100	100	15	25	–	1
79	5037	Rossdroit,	Courtnacuddy, m.	50	–	50	67	–	67	20	27	1*	–
80	5038	Do.	Do. f.	–	56	56	–	67	67	27	39	–	1*
81	5069	Kilmallock,	Ballymurn, m.	21	–	21	61	–	61	13	41	1	–
82	5070	Do.	Do. f.	–	38	38	–	69	69	21	43	–	1*
83	5145	Taghmon,	Coolaw, f.	–	80	80	–	88	[a]88	29	[a]19	–	1
84	5211	Ballyhuskard,	Glenbryan,	43	24	67	47	28	[a]75	26	[a]22	1	–
85	5225	Owenduff,	Dunmain, f.	–	85	85	–	132	132	21	55	–	1
86	5395	Kilmuckridge,	Kilmuckridge, m.	67	–	67	95	–	95	26	46	1	–
87	5396	Do.	Do. f.	–	66	66	–	106	106	25	51	–	1
88	5674	St. Mary's, Enniscorthy,	Enniscorthy, Workho.	153	208	361	156	169	325	244	224	1* –	– 1*
89	5687	Ballyane,	Rathgenogue,	–	66	66	–	74	74	13	35	–	1*

[a] Taken from Inspector's report.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of LEINSTER : County of WEXFORD—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.								Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1[3]	R.C.	–	–	–	–	–	1	1	5	11	1	17	6	28	10	0	6	5	0	—			6	5	0	v.t,b.	32
2[2]	R.C.	–	–	–	–	–	1		—		1	17	6	18	0	0	4	18	2	—			4	18	2	v.t,b.	33
3[1]	R.C.	–	–	–	–	–	1	0	12	1	1	17	6	19	0	0	3	10	0	—			3	10	0	v.t,b.	34
Prob.	R.C.	–	–	–	–	–	1	0	16	1	1	17	6	4	6	8	1	17	1	—			1	17	1	v.t,b.	35
2[2]	R.C.	–	–	–	–	–	1	3	13	11		—		22	0	0	8	11	6	—			[b]8	11	6	v.t.	36
2[3]	R.C.	–	–	–	–	–	1		—			—		18	0	0	4	9	0	—			[b]4	9	0	v.t.	37
Prob.	R.C.	–	–	–	–	–	1	1	5	9	1	17	6	12	10	0	2	0	0	—			2	0	0	v.t.	38
2[3]	R.C.	–	–	–	–	–	1	0	16	8	1	17	6	23	10	0	3	3	6	3	3	6	6	7	0		39
Prob.	R.C.	–	–	–	–	–	1		—			—		11	5	0	0	12	2	—			0	12	2		40
1[2]	R.C.	1	–	–	1	–	3	1	8	4	3	7	6	51	8	4		—		—				—			41
Prob.	R.C.	–	–	–	–	–	1	0	10	0		—		15	10	0		—		—				—			42
3[2]	R.C.	–	–	–	–	–	1	0	12	6	1	10	0	12	10	0	3	3	8	—			3	3	8		43
Prob.	R.C.	–	–	–	–	–	1	0	18	10	1	10	0	30	0	0	2	13	3	—			2	13	3		44
3[2]	R.C.	–	–	–	–	–	1	0	6	2	1	10	0	16	0	0	1	0	0	—			1	0	0		45
2[2]	R.C.	–	–	–	1	–	2	1	3	1	1	17	6	26	0	0	4	18	0	6	0	0	10	18	0		46
3[1]	R.C.	–	–	–	–	–	1		—			—		16	0	0	2	17	5	—			2	17	5		47
3[2]	R.C.	–	–	–	–	–	1	1	6	7	1	17	6	22	0	0	10	13	11	—			10	13	11		48
3[1]	R.C.	–	–	–	–	–	1	1	9	5	1	17	6	11	0	0	6	10	11	—			6	10	11		49
1[3]	R.C.	–	1	–	–	–	3	2	15	2	4	10	0	—			—			—			—				50
2[1]	R.C.																										
Prob.	R.C.	–	1	–	–	–	3	7	16	10	4	10	0	3	0	0	—			—			—				51
Prob.	R.C.																										
Prob.	R.C.	–	–	–	–	–	1	0	4	0	1	10	0	14	0	0	—			2	18	6	2	18	0		52
Prob.	R.C.	–	–	–	–	–	1	0	17	4	1	10	0	19	10	0	1	8	3	—			1	8	3		53
1[3]	R.C.	1	–	–	–	–	2	2	18	7	2	5	0	47	10	0	8	14	0	—			8	14	0		54
2[1]	R.C.	–	1	–	–	–	2		—		1	10	0	32	0	0	2	13	6	—			2	13	6		55
3[1]	R.C.	–	–	–	1	–	2	3	17	0	2	5	0	23	0	0	12	1	5	—			12	1	5		56
3[1]	R.C.	–	1	–	–	–	2		—		2	5	0	27	0	0	12	10	11	—			12	10	11		57
3[2]	R.C.	–	–	–	–	–	1	0	18	6		—		12	10	0	2	17	4	—			2	17	4		58
3[2]	R.C.	–	–	–	–	–	1	0	10	6		—		16	0	0	2	1	6	4	0	0	[b]6	1	6		59
3[1]	R.C.	–	–	–	–	–	1	0	10	6		—		16	0	0	1	14	0	—			[b]1	14	0		60
Nuns.	R.C.	–	–	–	–	1	3	4	0	7		—		34	16	8	7	13	9	—			7	13	9		61
2[1]	R.C.	1	–	–	–	–	2	2	10	11	2	5	0	28	15	0	18	10	6	—			18	10	6	v.t.	62
3[2]	R.C.	–	–	–	–	–	1	1	7	0		—		16	0	0	1	18	1	—			1	18	1		63
Prob.	R.C.	–	–	–	–	–	1	0	3	0		—		11	0	0	1	15	2	—			1	15	2		64
2[1]	R.C.	–	–	–	–	–	1	1	19	0		—		24	0	0	10	19	4	—			10	19	4		65
3[1]	R.C.	–	–	–	–	–	1	0	10	6		—		16	0	0	1	0	0	—			1	0	0		66
3[1]	R.C.	–	–	–	–	–	1	2	0	11		—		8	6	8	1	8	0	—			1	8	0		67
3[2]	R.C.	–	–	–	–	–	1	0	11	3	1	10	0	16	0	0	3	0	0	—			[b]3	0	0		68
1[3]	R.C.	–	–	–	–	–	1		—			—		20	16	8		—		—				—		v.c.	69
3[1]	R.C.	–	–	–	–	–	1	1	0	5	1	17	6	19	0	0	8	11	3	1	0	0	9	11	3		70
3[2]	R.C.	–	–	–	–	–	1	2	10	0	1	10	0	15	0	0	3	11	10	—			3	11	10		71
3[1]	R.C.	–	–	–	–	–	1	0	16	11	1	10	0	13	8	4		—		7	0	0	7	0	0		72
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	1	15	3	—			[b]1	15	3		73
Prob.	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	19	0	0	2	15	0	—			2	15	0		74
Nuns.	R.C.	–	–	–	–	1	3	3	9	4	2	12	6	30	6	8	12	3	7	10	0	0	22	3	7		75
2[1]	R.C.	–	–	–	1	–	2	1	8	7		—		28	5	0	14	7	2	5	2	6	19	9	8		76
3[2]	R.C.	–	–	–	–	–	1	0	18	0		—		14	0	0	2	10	0	0	15	0	3	5	0		77
Prob.	R.C.	–	–	–	–	–	1	0	11	2		—		13	0	0	1	4	0	—			1	4	0		78
3[2]	R.C.	–	–	–	–	–	1	0	10	2		—		16	0	0	3	7	6	—			3	7	6	v.c.	79
1[1]	R.C.	–	–	–	–	–	1	0	10	6		—		30	10	0	6	8	6	—			6	8	6	v.c.	80
2[1]	R.C.	–	–	–	–	–	1	1	15	2		—		17	10	0	2	17	1	2	10	0	[b]5	7	1		81
2[1]	R.C.	–	–	–	–	–	1	0	18	10		—		14	15	0	3	8	0	2	10	0	5	18	0		82
3[2]	R.C.	–	–	–	–	–	1	0	15	9		—		11	0	0	0	18	6	—			0	18	6		83
Prob.	R.C.	–	–	–	–	–	1	0	14	3		—		14	13	4	3	5	4	—			3	5	4		84
3[2]	R.C.	–	–	–	–	–	1		—			—		14	0	0	4	8	9	—			4	8	9		85
3[1]	R.C.	–	–	–	–	–	1	2	0	3		—		19	0	0	9	14	4	—			9	14	4		86
3[2]	R.C.	–	–	–	–	–	1	0	14	0		—		11	0	0	5	10	0	—			5	10	0		87
3[1]	R.C.	–	–	–	–	–	2	9	4	10	5	5	0	4	0	0		—		—				—			88
2[2]	R.C.																										
2[3]	R.C.	–	–	–	–	–	1		—		1	10	1	18	0	0	1	7	0	8	0	0	9	7	0	v.t.	89

[a] Temporarily closed.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
90	5753	Kilcowan, .	Baldwinstown, .	–	–	[a] –	37	27	64	–	36	1	–
91	5917	Monomolin, .	Ballinvally, . .	42	26	68	59	35	94	22	36	1	–
92	5918	Edermine, .	Oilgate, . . .	103	90	193	66	65	131	14	55	1	–
93	5919	Bannon, . .	Bannon, . .	66	32	98	67	31	98	35	55	1*	–
94	5926	Ardcolm, . .	Castlebridge, f.	–	73	73	–	92	92	32	50	–	1*
95	5990	Rosslane, . .	Tagoat, m.	49	–	49	84	–	84	24	45	1	–
96	6042	Chapel, . .	Clonroche, temp., m.	36	–	36	36	–	36	9	9	1	–
97	6057	St. Mary's, Enniscorthy,	Enniscorthy, Lancasterian, m.	130	–	130	138	–	138	52	58	1*	–
98	6058	Do. . .	Do. Lancasterian, f.	–	326	326	–	376	376	209	230	–	2
99	6077	Ballyhuskard, .	Coolgarrow, . .	33	–	33	39	–	39	16	14	1	–
100	6078	Kilcormack, .	Boulavogue, . .	31	22	53	42	31	73	20	30	1	–
101	6087	Carnagh, . .	Cushinstown, m.	97	–	97	105	–	105	25	49	1*	–
102	6353	Camolin, . .	Camolin, m.	73	–	73	71	–	71	29	35	1*	–
103	6354	Do. . .	Do. f.	–	78	78	–	85	85	29	35	–	1*
104	6411	Skreen, . .	Skreen, m.	55	–	55	64	–	64	14	36	1	–
105	6412	Do. . .	Do. f.	–	39	39	–	68	68	15	31	–	1
106	6557	St. John's, .	Wexford, No. 2, m.	168	–	168	168	–	168	60	69	1	–
107	6558	Ballynasleany, .	Coolamain, . .	95	51	146	46	28	74	15	25	1	–
108	6559	Kilrane, . .	Kilrane, . . .	42	37	79	44	39	83	36	40	1*	–
109	6586	Camolin, or Ballycanew, . .	Ballycanew, m.	82	–	82	81	–	81	30	37	1*	–
110	6587	Do. . .	Do. f.	–	64	64	–	81	81	31	43	–	1
111	6588	St. Margaret's, .	Curracloe, . .	51	35	86	60	51	111	30	57	1	–
112	6598	Ballycarney, .	Castledockrell, .	35	34	69	35	34	[c]69	14	[c]14	1	–
113	6624	Kilturk, . .	Kilturk, . . .	–	104	104	–	145	145	44	68	–	1*
114	6676	Rosslare, . .	Tagoat, f.	–	41	41	–	57	57	19	32	–	1
115	6700	Gilgarvan, .	Caroreigh, . .	25	12	37	50	25	75	20	36	1	–
116	6792	Taghmon, .	Traceystown, . .	62	46	[c]108	44	21	[c]65	[c]28	[c]25	1	–
117	6793	Rossdroit, .	Davidstown, . .	51	33	84	66	45	111	32	50	1	–
118	6837	St. Mary's, .	Enniscorthy, No. 2, m.	134	–	134	144	–	144	41	46	1	–
119	6841	Do. . .	Kilmyshall, . .	70	59	129	82	70	152	19	66	1	–
120	6842	Carnagh, or Old Ross	Cushinstown, f.	–	29	29	–	72	72	13	36	–	1
121	6871	Tintern, . .	Dunmain, m.	110	–	110	116	–	116	23	60	1*	–
122	6921	Old Ross, .	Creacon, . .	27	27	54	32	33	65	13	20	1	–
123	7034	Kilnmor, . .	Ballyfadd, . .	78	52	130	79	49	128	44	60	1	–
124	7035	Clone, . .	Tinnacross, . .	30	17	47	36	24	60	16	26	1	–
125	7036	Killila, . .	Blackwater, m.	88	–	88	97	–	97	32	56	1*	–
126	7037	Do. . .	Do. f.	–	81	81	–	100	100	31	47	–	1
127	7052	Lady's Island, .	Lady's Island, f.	–	55	55	–	66	66	30	36	–	1
128	7072	Killane, . .	Rathduff, . .	24	20	44	55	42	97	18	43	1	–
129	7073	Templendigan, .	Ballybawn, . .	28	18	46	76	68	144	16	32	1	–
130	7121	Ambrosetown, .	Tullycanna, . .	43	26	69	66	37	103	26	55	–	1
131	7304	Templendigan, .	Templendigan, .	–	–	–	–	–	[d]–	–	[d]–	1	–
			Total in Wexford,	6,339	6,301	12,640	7,063	7,837	14,900	4,918	7,077	90	51

COUNTY OF

1	663	Kilquiggan, .	Kilquiggan, f.	11	55	66	13	63	76	26	39	–	1
2	971	Baltinglass, .	Baltinglass, m.	124	–	124	134	–	134	51	73	1*	–
3	972	Do. . .	Do. f.	–	128	128	–	133	133	50	79	–	1*
4	973	Ballinure, .	Grange, . . .	55	36	91	63	45	108	30	53	1*	–
5	974	Baltiboys, .	Baltiboys, f.	32	28	60	29	22	51	55	45	–	1
6	975	Bray, . .	Bray, m.	222	–	222	254	–	254	84	120	1*	–
7	976	Do. . .	Do. f.	–	97	97	–	93	93	34	38	–	1
8	977	Clonmore, .	Ballyconnell, m.	71	–	71	73	–	73	22	99	1*	–
9	978	Do. . .	Do. f.	–	63	63	–	80	80	27	37	–	1

a. Closed this half-year. b Residence rent free for teacher. c Taken from Inspector's report.

on the 31st December, 1855—Province of LEINSTER: County of WEXFORD—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1	0	11	11	—			6	13	4	—			—			—			v.c.	90
3[1]	R.C.	–	–	–	–	–	1	1	6	1	1	10	0	20	10	0	3	10	7	—			3	10	7		91
3[2]	R.C.	–	–	–	–	–	1	0	19	6	1	10	0	16	0	0	4	7	10	—			4	7	10		92
2[2]	R.C.	–	–	–	–	–	1	1	18	0	1	17	6	22	0	0	10	0	6	—			10	0	6		93
2[1]	R.C.	–	–	–	–	–	1	1	2	0	1	10	0	19	10	0	9	18	9	—			9	18	9		94
2[2]	R.C.	–	–	–	–	–	1	1	7	6	—			19	0	0	7	19	0	—			7	19	0		95
Prob.	R.C.	–	–	–	–	–	1	—			—			12	10	0	—			—			—				96
1[1]	R.C.	–	–	–	1	–	2	1	9	9	—			49	15	0	14	8	5	—			14	8	5		97
Nuns.	R.C.	–	–	–	–	–	2	—			—			40	10	0	4	19	7	—			4	19	7		98
3[1]	R.C.	–	–	–	–	–	1	—			—			13	10	0	—			—			[b]—				99
3[1]	R.C.	–	–	–	–	–	1	0	16	10	—			20	10	0	1	1	8	—			1	1	8		100
3[1]	R.C.	–	–	–	–	–	1	1	19	9	—			19	0	0	5	10	4	—			5	10	4		101
3[1]	R.C.	–	–	–	–	–	1	1	6	4	—			28	18	4	0	11	3	—			0	11	3		102
2[1]	R.C.	–	–	–	–	–	1	—			—			19	10	0	1	15	9	—			1	15	9		103
3[2]	R.C.	–	–	–	–	–	1	1	2	0	—			16	0	0	1	10	0	—			1	10	0		104
3[1]	R.C.	–	–	–	–	–	1	—			—			16	0	0	3	0	0	—			3	0	0		105
3[1]	R.C.	–	–	–	1	–	2	—			1	17	6	24	0	0	—			10	8	0	10	8	0		106
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	12	10	0	1	15	2	—			1	15	2		107
2[2]	R.C.	–	–	–	–	–	1	2	3	5	1	10	0	22	0	0	6	7	6	—			6	7	6		108
3[1]	R.C.	–	–	–	–	–	1	0	12	9	1	10	0	20	10	0	2	13	1	—			2	13	1		109
2[2]	R.C.	–	–	–	–	–	1	1	1	3	1	10	0	14	0	0	4	7	0	—			4	7	0		110
3[2]	R.C.	–	–	–	–	–	1	0	18	6	1	17	6	16	0	0	8	1	7	—			8	1	7		111
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	6	13	4	1	0	0	—			1	0	0		112
1[1]	R.C.	–	–	–	–	1	2	0	17	10	1	17	6	32	13	4	19	13	9	—			19	13	9		113
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	6	0	10	—			6	0	10		114
Prob.	R.C.	–	–	–	–	–	1	—			—			16	13	4	6	5	0	—			6	5	0		115
Prob.	R.C.	–	–	–	–	–	1	—			—			12	10	0	4	2	9	—			4	2	9		116
Prob.	R.C.	–	–	–	–	–	1	1	16	9	—			13	16	8	5	0	0	—			5	0	0		117
3[1]	R.C.	–	–	–	–	–	1	0	14	11	—			18	10	0	3	0	6	5	0	0	8	0	6		118
Prob.	R.C.	–	–	–	–	–	1	—			—			6	8	4	10	0	0	—			10	0	0		119
Prob.	R.C.	–	–	–	–	–	1	—			—			11	0	0	3	6	4	—			3	6	4		120
3[1]	R.C.	–	–	–	–	–	1	1	6	5	0	19	6	17	10	0	9	5	1	—			9	5	1		121
Prob.	R.C.	–	–	–	–	–	1	—			—			13	11	8	—			0	12	8	0	12	8		122
Prob.	R.C.	–	–	–	–	–	1	0	12	6	—			12	10	0	7	5	0	—			7	5	0		123
3[2]	R.C.	–	–	–	–	–	1	—			—			13	0	0	3	12	10	—			3	12	10		124
2[2]	R.C.	–	–	–	–	–	1	—			—			18	0	0	4	17	6	—			4	17	6		125
Prob.	R.C.	–	–	–	–	–	1	—			—			14	0	0	2	18	8	—			2	18	8		126
Prob.	R.C.	–	–	–	–	–	1	0	12	0	—			11	0	0	10	4	0	—			10	4	0		127
Prob.	R.C.	–	–	–	–	–	1	1	10	10	—			12	10	0	4	8	0	—			4	8	0		128
Prob.	R.C.	–	–	–	–	–	1	0	15	7	—			11	6	8	5	8	5	—			5	8	5		129
3[2]	R.C.	–	–	–	–	–	1	1	0	5	—			16	3	4	6	1	5	—			6	1	5		130
Prob.	R.C.	–	–	–	–	–	1	—			5	0	0	—			1	10	0	—			1	10	0		131
–	–	3	4	1	9	5	163	140	7	11	115	9	7	2,455	16	8	604	9	11	121	18	11	726	8	10		131

WICKLOW—76 Schools.

2[2]	R.C.	–	–	–	–	–	1	—			—			18	0	0	2	7	7	—			[b]2	7	7		1
2[1]	R.C.	–	–	–	–	–	1	2	19	9	—			25	0	0	14	3	9	—			14	3	9		2
1[3]	R.C.	–	–	–	–	–	1	2	6	7	—			21	0	0	10	3	1	—			10	3	1		3
3[1]	R.C.	–	–	–	–	–	1	1	13	8	—			19	0	0	9	2	5	—			[b]9	2	5		4
3[2]	E.C.	–	–	–	–	–	1	0	7	9	—			11	0	0	4	4	10	8	0	0	[c]12	4	10		5
2[1]	R.C.	1	–	–	–	–	2	3	4	8	—			29	13	4	21	15	4	—			21	15	4		6
2[1]	R.C.	–	–	1	–	–	2	0	16	10	—			26	3	4	—			10	0	0	[b]10	0	0		7
2[2]	R.C.	–	–	–	–	–	1	1	15	3	—			22	0	0	3	9	6	1	1	0	[b]1	10	6		8
Prob.	R.C.	–	–	–	–	–	1	1	17	5	—			11	11	8	1	13	6	—			[b]1	13	6		9

[d] Not taken into connexion until after this date.

[e] Residence and garden rent free for teacher.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
10	979	Castle M'Adam,	Newbridge, m.	112	–	112	127	–	127	31	65	1*	–
11	980	Do. . .	Do. f.	–	68	68	–	94	94	22	48	–	1
12	981	Delgany, . .	Kilmacanogue, .	61	34	95	94	34	128	40	60	1	–
13	983	Glendalough, .	St. Kevin's, . .	60	47	107	79	54	133	44	61	1*	–
14	984	Glenealy, . .	Glenealy, . .	43	32	75	45	37	82	29	46	1	–
15	987	Wicklow, . .	Wicklow, m.	136	–	136	176	–	176	54	89	1*	–
16	988	Do. . .	Do. f.	–	143	143	–	188	188	50	81	–	1*
17	1119	Powerscourt, .	Cuttlestown, . .	61	50	111	74	71	145	41	66	1*	–
18	1317	Kilcommin, .	Ballycumber, . .	43	42	85	50	63	113	22	39	1	–
19	1318	Rathdrum, .	Trooperstown, .	43	35	78	49	36	85	34	43	1*	–
20	1431	Kilranelagh, .	Talbotstown, m.	68	–	68	88	–	88	19	39	1*	–
21	1782	Inch, . .	Johnstown, m.	71	–	71	96	–	96	20	45	1*	–
22	1782	Do. . .	Do. f.	–	64	64	–	90	90	17	36	–	1
23	1789	Kilranelagh, .	Talbotstown, f.	–	65	65	–	77	77	21	50	–	1
24	1790	Kilquiggan, .	Kilquiggan, m.	46	–	46	73	–	73	21	32	1*	–
25	1993	Rathdrum, .	Glenmalure, . .	53	39	92	46	39	85	45	40	1*	–
26	2241	Barreniskey, .	Barreniskey, . .	32	28	60	44	30	74	15	35	1*	–
27	2276	Arklow, . .	Arklow, m.	227	–	227	243	–	243	56	124	1*	–
28	2277	Do. . .	Do. f.	–	195	195	–	272	272	46	80	–	1*
29	2434	Kiltegan, . .	Rathcoyle, m.	48	–	48	57	–	57	17	29	1*	–
30	2435	Do. . .	Do. f.	–	55	55	–	80	80	20	40	–	1*
31	2473	Do. . .	Rathangan, . .	31	19	50	33	12	45	30	31	1	–
32	2716	Rathdrum, .	Macredin, f.	–	53	53	–	59	59	16	23	–	1
33	3119	Donoughmore, .	Brittas, . . .	41	28	69	42	31	73	35	38	1*	–
34	3188	Rathdrum, .	Mucklow, . .	20	22	42	25	24	49	17	22	1	–
35	3210	Croompatrick, .	Coolroe, . . .	46	45	91	58	43	101	21	42	1	–
36	3383	Rathdrum, .	Rathdrum, Workho.,	91	130	221	36	67	103	132	101	{ 1* / –	– / 1
37	3551	Do. . .	Ballinacarrig, . .	65	62	127	86	72	158	40	60	1*	–
38	3815	Kilbride, . .	Kilbride, . .	42	19	61	59	31	90	21	44	1*	–
39	3879	Carnew, . .	Shillelagh, Workho.,	80	152	232	–	–	[c] –	196	[c] –	{ 1 / –	– / 1
40	3964	Crehelp, . .	Crehelp, or Lemonstown, m.	46	36	82	42	39	81	24	39	1*	–
41	3965	Do. . .	Do. f.	46	36	82	42	39	81	24	39	–	1
42	4093	Preban, . .	Annacurra, m.	63	–	63	89	–	89	25	42	1*	–
43	4238	Do. . .	Do. f.	–	67	67	–	67	67	18	31	–	1
44	4249	Hollywood, .	Hollywood, m.	61	–	61	75	–	75	26	39	1*	–
45	4526	Donard, . .	Donard, . . .	46	45	91	51	39	90	49	55	1*	–
46	4527	Hollywood, .	Hollywood, f.	–	48	48	–	81	81	20	46	–	1
47	4588	Delgany, . .	Delgany, Ord. Agri.	58	–	58	61	–	61	25	35	1*	–
48	4663	Kilcommin, .	Crossbridge, m.	49	–	49	55	–	55	21	25	1	–
49	4664	Do. . .	Do. f.	–	53	53	–	68	68	17	29	–	1
50	4669	Moyacomb, .	Parkbridge, f.	–	52	52	39	45	84	18	26	–	1
51	4902	Danganstown, .	Barrendarrig, m.	45	–	45	75	–	75	18	34	1*	–
52	4903	Do. . .	Do. f.	–	47	47	–	63	63	19	34	–	1*
53	5159	Rathbran, .	Stradford-on-Slaney,	91	62	153	90	73	163	52	69	1	–
54	5237	Delgany, . .	Delgany, f.	–	197	[b]197	–	183	[b]183	91	137	–	1
55	5397	Hacketstown, .	Rathminge, f.	–	85	85	–	79	79	25	39	–	1*
56	5398	Newcastle, .	N.-T.-M.-Kennedy, .	64	50	114	68	48	116	50	55	1*	–
57	5399	Delgany, . .	Carrigour, . .	23	27	50	32	33	65	14	35	1	–
58	5671	Newcastle, .	Ballinahinch, . .	37	18	55	54	33	87	19	44	1	–
59	5791	Kilcommin, .	Tinahely, . m.	58	–	58	53	16	69	20	37	1*	–
60	5920	Bray, . .	Blacklion, . .	59	8	67	53	8	61	25	31	1	–
61	5921	Calbry, . .	Callary, . . .	–	–	[c] –	37	29	61	[c] –	31	1	–
62	5938	Castle M'Adam,	Kilcashel, . .	33	24	57	34	32	66	24	31	1*	–
63	5949	Rathdrum, .	Rathdrum, m.	79	–	79	92	–	92	34	45	1*	–
64	5950	Do. . .	Do. f.	–	72	72	–	92	92	33	44	–	1*
65	6005	Newcastle, .	Newcastle, . .	38	43	81	43	45	88	26	39	1	–
66	6176	Blessinton, .	Blessinton, m.	80	–	80	102	–	102	40	47	1*	–
67	6177	Do. . .	Do. f	–	56	56	–	66	66	25	33	–	1
68	6192	Hacketstown, .	Rathminge, m.	58	–	58	44	–	44	24	22	1	–

* Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of LEINSTER : County of WICKLOW—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.				Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	–	–	–	1	2	6	2	—			22	0	0	3	12	10	—			3	12	10		10
3[2]	R.C.	–	–	–	–	–	1	0	10	3	—			14	0	0	1	2	0	—			[a]1	2	0		11
2[2]	R.C.	–	–	–	–	–	1	1	17	0	—			22	0	0	6	0	0	—			6	0	0		12
2[1]	R.C.	–	–	–	1	–	2	1	18	10	—			30	5	0	6	4	5	—			6	4	5	V.T.	13
3[2]	R.C.	–	–	–	–	–	1	1	18	8	—			17	15	0	6	1	0	—			[a]6	1	0		14
2[1]	R.C.	1	–	–	–	–	2	1	11	8	—			38	11	8	—			12	0	0	[a]12	0	0		15
1[3]	R.C.	–	1	–	–	–	2	0	11	4	—			30	13	4	—			12	0	0	12	0	0		16
2[2]	R.C.	–	–	1	–	–	2	1	13	3	—			25	6	8	7	11	2	0	9	0	[a]8	0	2		17
2[2]	R.C.	–	–	–	–	–	1	1	0	1	—			22	0	0	1	0	0	8	0	0	9	0	0	V.T.	18
2[2]	R.C.	–	–	–	–	–	1	1	0	6	—			17	3	4	4	13	4	10	0	0	14	13	4	V.T.	19
3[2]	R.C.	–	–	–	–	–	1	1	0	3	—			16	0	0	3	3	1	—			3	3	1	V.T.	20
2[2]	R.C.	–	–	–	–	–	1	2	2	0	1	10	0	22	0	0	1	18	5	—			1	18	5		21
2[2]	R.C.	–	–	–	–	–	1	—			1	10	0	18	0	0	1	2	5	—			1	2	5		22
3[1]	R.C.	–	–	–	–	–	1	2	0	2	—			16	0	0	1	9	2	—			1	9	2	V.T.	23
1[2]	R.C.	–	–	–	–	–	1	2	10	6	1	10	0	41	10	0	7	0	0	15	0	0	22	0	0		24
3[1]	R.C.	–	–	–	–	–	1	2	11	7	—			19	0	0	5	6	11	—			[a]5	6	11		25
3[2]	R.C.	–	–	–	–	–	1	1	1	3	—			16	0	0	2	10	0	—			[a]2	10	0		26
2[1]	R.C.	–	–	–	1	–	2	4	6	0	2	5	0	26	10	0	19	16	3	—			19	16	3	B.	27
3[1]	R.C.	–	1	–	–	–	2	—			2	5	0	25	16	8	9	8	5	—			9	8	5	B.	28
3[1]	R.C.	–	–	–	–	–	1	0	7	2	1	10	0	20	0	0	0	8	7	—			0	8	7	B.	29
3[1]	R.C.	–	–	–	–	–	1	1	12	2	1	10	0	17	0	0	2	6	6	—			2	6	6	B.	30
2[2]	R.C.	–	–	–	–	–	1	0	7	0	—			22	0	0	1	18	6	0	2	6	2	1	0		31
3[1]	R.C.	–	–	–	–	–	1	1	9	10	—			20	11	8	1	17	6	—			1	17	6		32
2[1]	R.C.	–	–	–	–	–	1	0	19	6	1	10	0	25	0	0	4	11	9	—			4	11	9		33
Prob.	R.C.	–	–	–	–	–	1	0	10	6	1	10	0	13	10	0	1	6	6	—			1	6	6		34
3[2]	E.C.	–	–	–	–	–	1	5	2	10	1	10	0	16	0	0	1	9	0	—			1	9	0		35
3[1] / 2[2]	R.C.	–	–	–	–	–	2	6	7	11	3	0	0	—			—			—			—				36
1[3]	R.C.	–	–	1	1	–	3	2	11	1	—			40	10	0	9	16	0	—			9	16	0	V.T.	37
3[1]	E.C.	–	–	–	–	–	1	0	18	6	—			9	0	0	2	13	11	—			[a]2	13	11		38
Prob. / Prob.	E.C. / R.C.	–	–	–	–	–	2	1	13	3	—			—			—			—			—				39
3[1]	E.C.	–	–	–	–	–	1	2	3	8	1	10	0	19	0	0	2	12	4	30	0	0	32	12	4		40
3[2]	E.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	2	12	4	30	0	0	32	12	4		41
3[1]	R.C.	–	–	–	–	–	1	2	16	1	—			19	0	0	3	14	8	—			3	14	8		42
3[1]	R.C.	–	–	–	–	–	1	0	17	8	—			17	0	0	4	2	9	—			4	2	9		43
3[1]	R.C.	–	–	–	–	–	1	0	12	6	—			19	0	0	3	17	6	—			3	17	6		44
3[1]	R.C.	–	–	1	–	–	2	1	12	3	1	10	0	32	0	0	9	3	10	—			9	3	10		45
2[1]	R.C.	–	–	–	–	–	1	1	0	8	1	10	0	20	10	0	3	0	4	—			3	0	4		46
3[2]	Pres.	–	–	–	–	–	1	1	2	3	1	10	0	21	0	0	3	19	4	67	0	0	[a]70	19	4		47
3[1]	R.C.	–	–	–	–	–	1	0	13	9	1	10	0	19	0	0	0	19	6	0	14	0	1	13	6		48
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	14	0	0	0	11	6	—			0	11	6		49
3[2]	R.C.	–	–	–	–	–	1	1	0	7	1	10	0	14	0	0	1	2	0	1	0	0	2	2	0		50
2[2]	R.C.	–	–	–	–	–	1	1	6	11	1	10	0	10	0	0	3	14	6	—			3	14	6		51
2[2]	R.C.	–	–	–	–	–	1	1	9	8	1	10	0	21	10	0	3	3	6	—			[a]3	3	6		52
3[2]	R.C.	–	–	–	1	–	2	1	15	9	—			20	13	4	5	4	2	—			5	4	2		53
–	R.C.	–	–	–	–	–	1	4	15	6	—			25	0	0	14	18	2	—			[a]14	18	2		54
3[2]	R.C.	–	–	–	–	–	1	0	13	1	—			14	0	0	2	10	6	—			2	10	6		55
3[1]	R.C.	–	–	–	–	–	1	1	2	2	—			12	0	0	4	13	9	—			[a]4	13	9		56
Prob.	R.C.	–	–	–	–	–	1	1	0	3	—			8	16	8	1	7	3	—			[a]1	7	3		57
3[1]	R.C.	–	–	–	–	–	1	3	7	11	1	10	0	20	0	0	4	0	4	1	10	0	5	10	4		58
1[3]	R.C.	–	–	–	1	–	2	1	12	0	1	10	0	36	6	8	—			20	0	0	20	0	0		59
3[1]	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	18	3	—			1	18	3		60
3[2]	–	–	–	–	–	–	1	1	9	0	1	10	0	16	0	0	—			—			—				61
2[2]	E.C.	–	–	–	–	–	1	1	0	3	—			22	0	0	3	0	0	33	0	0	36	0	0		62
1[2]	R.C.	–	–	–	1	–	2	3	2	11	—			41	13	4	12	8	4	—			12	8	4	V.C.	63
1[2]	R.C.	–	–	–	–	1	2	2	3	1	—			33	0	0	7	16	8	—			7	16	8	V.C.	64
3[2]	R.C.	–	–	–	–	–	1	0	19	9	—			16	0	0	7	6	3	—			7	6	3		65
2[2]	E.C.	–	–	–	–	–	1	1	10	9	—			22	0	0	7	16	0	14	12	4	[a]22	8	4		66
2[2]	E.C.	–	–	–	–	–	1	0	9	9	—			19	10	0	5	13	0	10	0	0	[a]15	13	0		67
3[2]	R.C.	–	–	–	–	–	1	1	8	5	—			16	0	0	1	17	6	—			1	17	6		68

* No return for this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers.	
				31st March, 1855.			30th Sept., 1855.					No.	
				Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females.
69	6347	Ballintemple, .	Ballykillageer, .	32	30	62	46	20	66	27	35	1*	–
70	6922	Wicklow, . .	Rathnew, . .	77	46	123	96	56	152	47	55	1	–
71	6955	Dunlavin, .	Dunlavin, m.	86	–	86	106	–	106	44	54	1	–
72	6956	Do. . .	Do. f.	–	61	61	–	77	77	29	50	–	1
73	7012	Glendalough, .	Annacarter, . .	110	56	[a]166	93	41	[a]134	[a]60	[a]58	1	–
74	7074	Kilcoole, . .	Kilcoole, . .	29	14	43	56	24	80	19	38	1*	–
75	7180	Bray, . .	Bray, No. 2, f.	–	244	244	–	175	175	63	81	–	2
76	7250	Knockrath, .	Claravale, temp.	–	–	[c]–	55	39	94	[c]–	52	1*	–
			Total in Wicklow,	3,403	3,311	6,714	3,929	3,540	7,469	2,646	3,659	52	27

[a] Taken from Inspector's report.

SUMMARY in Counties, of 1,249 Schools

Counties.	No. of Schools.	Number of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Teachers, tresses,			
		31st March, 1855.			30th September, 1855.					Principal Teachers.		Assistants.	
		Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females.	Males.	Females.
Carlow, . .	59	2,884	3,396	6,280	3,274	3,574	6,848	2,471	3,059	32	30	4	3
Dublin, . .	168	13,808	14,811	28,619	14,774	17,449	32,223	12,614	15,234	83	120	22	39
Kildare, .	91	4,288	4,214	8,502	4,562	4,593	9,155	3,811	4,390	53	42	1	–
Kilkenny, .	158	7,796	6,934	14,730	8,372	7,772	16,144	6,324	7,883	101	65	10	9
King's, . .	85	4,423	4,477	8,900	4,860	4,904	9,764	3,706	4,202	62	27	2	2
Longford, .	66	3,386	3,206	6,592	3,327	3,277	6,604	2,983	2,962	43	26	1	1
Louth, . .	80	5,346	5,378	10,724	5,620	5,044	10,664	4,356	4,685	52	41	7	1
Meath, . .	141	5,553	5,698	11,251	5,822	6,207	12,029	5,238	5,774	90	56	1	3
Queen's, .	84	4,104	4,594	8,698	4,053	4,606	8,659	3,495	3,656	60	32	1	1
Westmeath, .	110	4,646	4,464	9,110	4,931	4,799	9,730	3,967	4,472	65	48	2	1
Wexford, .	131	6,339	6,301	12,640	7,063	7,837	14,900	4,918	7,077	90	51	3	4
Wicklow, .	76	3,403	3,311	6,714	3,929	3,540	7,469	2,646	3,659	52	27	2	2
Total, .	1249	65,976	66,784	132,760	70,587	73,602	144,189	56,529	67,053	783	565	56	66

on the 31st December, 1855.—Province of LEINSTER : County of WICKLOW—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[1]	R.C.	–	–	–	–	–	1		—			—			20	10	0	2	13	4	—			2	13	4		69
3[2]	R.C.	–	–	–	–	–	1	1	2	8		—			20	0	0	3	0	0	—			3	0	0		70
Prob.	R.C.	–	–	–	–	–	1	2	7	3		—			12	10	0	4	10	1	—			4	10	1		71
3[2]	R.C.	–	–	–	–	–	1	0	16	7		—			11	0	0	3	3	2	—			3	3	2		72
Prob.	R.C.	–	–	–	–	–	1	1	4	2		—			12	10	0	7	8	3	—			7	8	3		73
3[2]	R.C.	–	–	–	–	–	1	0	16	3		—			17	10	0	4	0	0	—			4	0	0		74
Nuns.	R.C.	–	–	–	–	–	2	2	5	5	7	0	0		27	10	0	1	16	3	—			1	16	3		75
3[2]	R.C.	–	–	–	–	–	1	0	15	0	4	0	0		7	1	8	4	5	0	—			4	5	0		76
–	–	2	2	4	6	1	94	117	15	1	50	0	0		1,587	13	4	335	8	0	284	17	10	620	5	10		76

[b] Not taken into connexion until after this date.

in operation in the Province of LEINSTER.

Assistants, Workmistresses and Monitors.				Aid granted during the Year ending the 31st December, 1855.										Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									
Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.					
	Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
3	3	5	80	82	0	4	17	5	0	1,396	1	2	191	12	10	49	16	0	241	8	10			
14	24	19	321	475	0	10	268	0	2	4,154	6	6	886	7	11	911	2	3	1,797	10	2			
4	10	7	117	130	19	5	94	19	9	1,691	1	10	471	8	1	155	12	2	627	0	3			
6	13	16	220	223	8	5	155	1	10	3,129	13	10	638	16	5	338	10	9	977	7	2			
10	6	2	111	102	14	3	57	10	0	1,758	6	0	363	19	1	200	19	10	564	18	11			
2	4	3	80	83	11	11	40	2	6	1,099	8	4	179	16	0	52	5	10	232	1	10			
4	4	4	113	128	1	3	73	7	0	1,875	16	9	348	12	9	289	0	1	637	12	10			
14	7	10	181	210	9	9	146	12	3	2,661	10	8	525	14	11	571	19	7	1,097	14	6			
7	4	4	109	100	4	9	58	5	0	1,721	8	8	296	1	3	196	10	3	492	11	6			
7	7	4	134	116	2	11	90	7	4	2,039	15	2	325	15	0	180	13	7	506	8	7			
1	9	5	163	140	7	11	115	9	7	2,455	16	8	604	9	11	121	18	11	726	8	10			
4	6	1	94	117	15	1	50	0	0	1,587	13	4	335	8	0	284	17	10	620	5	10			
76	97	80	1,723	1,910	16	10	1,167	0	5	25,570	18	11	5,168	2	2	3,353	7	1	8,521	9	3			

I.—List of Five Thousand One Hundred and Twenty-four Schools

CONNAUGHT—

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
1	999	Kiltullagh,	Esker, m.	103	–	103	115	–	115	60	59	1[a] / 1	– / –
2	1000	Do.	Do. f.	–	101	101	–	136	136	47	62	–	1
3	1003	Kilconla,	Tubberroe,	86	67	[b]153	109	83	[b]192	62	57	1	–
4	1004	Kilcloony,	Ballinasloe,	140	–	140	166	–	166	65	68	1	–
5	1005	Killane,	Woodlawn, m.	57	–	[b]57	52	–	[b]52	[b]21	[b]26	1*	–
6	1006	Lickmolassy,	Boula, m.	87	–	87	84	41	125	30	28	1	–
7	1007	Do.	Do. f.	–	70	70	–	63	[b]63	23	[b]20	–	1
8	1008	Lickerig,	Lickerig, m.	68	–	[b]68	70	–	[b]70	21	24	1	–
9	1009	Do.	Do. f.	–	45	[b]45	–	57	[b]57	16	21	–	1*
10	1010	Loughrea,	Loughrea, m.	224	–	224	250	–	250	42	34	1*	–
11	1011	Do.	Do. f.	–	418	418	–	435	435	65	103	–	1
12	1013	Rahoon,	Rahoon, f.	–	617	617	–	726	726	418	399	–	5
13	1016	St. Nicholas,	Galway, m.	649	–	649	574	–	574	355	345	–	5
14	1190	Rahoon,	Bushy Park,	73	6	79	91	30	121	31	38	1*	–
15	1219	Moycullen,	Moycullen, m.	125	–	125	114	–	114	53	52	1	–
16	1319	Ballinakill,	Tully,	40	35	75	44	24	68	30	30	1	–
17	1320	Do.	Ballinakill, Mod. Agr.	88	–	88	95	–	[b]95	24	38	1	–
18	1321	Do.	Woodford, m.	118	–	118	128	–	128	67	51	1*	–
19	1324	Do.	Dunery, m.	92	–	92	75	–	75	27	27	1*	–
20	1325	Kilbeacanty,	Killafin, m.	46	33	79	60	46	106	26	25	1	–
21	1326	Kilronan,	Triehill, m.	73	–	73	82	–	82	37	39	1*	–
22	1327	Kilbegnet,	Kilbegnet, m.	89	–	89	72	–	72	26	29	1*	–
23	1328	Kiltormer,	Kiltormer, m.	53	–	53	52	–	52	30	25	1	–
24	1329	Moyrus,	Ballinafad,	27	10	37	35	20	55	32	30	1	–
25	1331	Moycullen,	Moycullen, f.	–	102	102	–	94	94	38	44	–	1*
26	1332	Omey,	Clifden, m.	65	–	65	65	–	65	26	23	1	–
27	1333	Ballinakill,	Silerno,[c] m.	–	–	–	–	–	–	–	–	–	–
28	1405	Clontouskert,	Clontouskert, m.	73	–	73	71	–	71	19	21	1	–
29	1518	Ballinakill,	Woodford, f.	–	100	100	–	104	104	52	53	–	1
30	1519	Do.	Dunery, f.	–	65	65	–	61	61	29	31	–	1
31	1520	Kilbeacanty,	Killafin,[c] f.	–	–	–	–	–	–	–	–	–	–
32	1521	Kilronan,	Triehill, f.	–	60	60	–	68	68	24	26	–	1*
33	1522	Ballinakill,	Ballinakill, f.	–	68	68	–	82	82	40	34	–	1
34	1523	Kiltormer,	Kiltormer, f.	–	46	46	–	50	50	25	27	–	1
35	1566	Kilbegnet,	Kilbegnet, f.	–	97	97	–	92	92	24	31	–	1
36	1645	Kinvara,	Kinvara, m.	107	–	107	164	–	164	46	67	1*	–
37	1772	Monivae,	Rye Hill,	75	80	[b]155	60	64	[b]124	41	35	1	–
38	1828	Ballymacward,	Iskeer,	68	–	68	44	–	44	30	23	1	–
39	1846	Killoughton,	Cappatagal,	61	27	88	51	–	51	35	21	1	–
40	1865	Rahoon,	Freeport,	61	–	61	63	–	63	22	20	1*	–
41	1990	Omey,	Clifden, f.	–	88	[b]88	–	158	[b]158	[b]26	[b]39	–	1
42	2103	Caltra,	Kinclare, m.	113	–	113	89	–	89	34	36	1	–
43	2104	Do.	Do. f.	–	120	120	–	137	137	44	54	–	1*
44	2173	Killererin,	Barna, m.	74	–	74	64	–	64	27	23	1*	–
45	2174	Lickmolassy,	Portumna, m.	154	–	154	175	–	175	76	87	1*	–
46	2175	Do.	Do. f.	–	132	132	–	149	149	60	75	–	1*
47	2219	Moycullen,	Knockbane,	–	–	[d]–	–	–	[d]–	–	–	1	–
48	2351	Athenry,	Monivae, m.	24	–	24	33	–	33	17	16	1	–
49	2352	Do.	Do. f.	–	21	21	–	29	29	14	15	–	1
50	2386	Rahoon,	Furbough,	57	51	108	59	49	108	66	51	1	–
51	2399	Clonrush,	Loughkeel,	74	74	148	90	78	168	68	80	1*	–
52	2964	Abbegormican,	Mulla,	96	72	168	79	76	155	79	58	1	–
53	2965	Kilbegnet,	Ballinakill, or Friary Land,	84	27	111	56	27	83	47	34	1*	–
54	3051	Loughrea,	Loughrea, Mod. Agri.	31	–	31	34	–	34	17	18	1*	–
55	3057	Kinvara,	Kinvara, f.	–	114	114	–	154	154	31	63	–	1
56	3151	Innishcaltra,	Innishcaltra, m.	84	–	84	65	–	65	21	21	1	–
57	3237	Moycullen,	Spiddle, m.	91	–	91	77	–	77	41	39	1*	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

in operation on the 31st December, 1855.—Province of CONNAUGHT.

723 Schools.

GALWAY—183 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								Vested or Non-Vested.	Number.
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[1]	R.C.																										
Prob.	R.C.	–	–	–	–	–	2		—			—		37	8	4		—			—			—			1
3[1]	R.C.	–	–	–	–	–	1	2	0	2		—		21	0	0		—			—			[a]—			2
Prob.	R.C.	–	–	–	–	–	1		—			—		11	11	8	3	19	5		—		3	19	5	V.T.	3
2[2]	R.C.	–	–	–	1	–	2	3	4	4		—		24	0	0	9	1	6		—		9	1	6		4
2[2]	Pres.	–	–	–	–	–	1	1	19	7		—		23	0	0		—		17	0	0	[a]17	0	0		5
2[2]	R.C.	–	–	–	–	–	1	1	13	1		—		22	0	0	2	15	10		—		[a]2	15	10	V.T.	6
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	10	0	0	0	15	1		—		0	15	1	V.T.	7
Prob.	R.C.	–	–	–	–	–	1	0	5	6	1	10	0	12	10	0		—			—			—		V.T.	8
2[2]	R.C.	–	–	–	–	–	1	1	4	4	1	10	0	18	0	0		—			—			—		V.T.	9
2[2]	R.C.	–	–	–	–	–	1	0	16	11		—		23	10	0		—		10	0	0	10	0	0	V.T.	10
Nun.	R.C.	–	–	–	–	1	2	3	0	0		—		20	18	4		—			—			—		V.T.	11
Nuns.	R.C.	–	–	–	–	1	6	3	1	8		—		83	2	6		—			—			—		V.T.	12
Monks	R.C.	–	–	–	2	–	7		—			—		82	19	2		—		95	0	0	[a]95	0	0		13
3[1]	R.C.	–	–	–	–	–	1		—			—		28	6	8	1	16	10	19	10	0	[a]21	6	10	V.T.	14
2[2]	R.C.	–	–	–	–	–	1	1	14	7	0	19	6	23	0	0	4	17	3		—		4	17	3	V.T.	15
Prob.	R.C.	–	–	–	–	–	1	1	2	3		—		16	15	10		—			—			—		V.T.	16
3[1]	R.C.	–	1	–	–	–	2	1	19	10	1	10	0	40	11	8	0	13	10	68	14	7	69	8	5	V.C.	17
3[2]	R.C.	–	–	–	–	–	1		—		1	17	6	16	0	0	2	0	0	1	0	0	3	0	0	A.	18
3[1]	R.C.	–	–	–	–	–	1	1	6	4		—		19	0	0	2	11	0		—		2	11	0	V.T.	19
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0		—			—			[a]—		V.T.	20
2[2]	R.C.	–	–	–	–	–	1	2	14	10	1	10	0	22	0	0	3	0	0		—		3	0	0	A.	21
3[1]	R.C.	–	–	–	–	–	1	1	5	5	1	10	0	20	10	0	0	9	4		—		0	9	4	V.T.	22
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	12	10	0	0	18	6		—		0	18	6	V.T.	23
Prob.	R.C.	–	–	–	–	–	1		—			—		12	0	0	1	10	0		—		[a]1	10	0	V.T.	24
1[3]	R.C.	–	–	–	–	–	1	2	16	6		—		20	10	0	1	0	0		—		1	0	0	V.T.	25
3[2]	R.C.	–	–	–	–	–	1		—			—		16	0	0		—			—			—		V.T.	26
–	–	–	–	–	–	–	–		—			—			—			—			—			—		V.T.	27
3[2]	R.C.	–	–	–	–	–	1	0	7	10	1	10	0	16	0	0		—		0	14	8	[a]0	14	8	V.T.	28
3[2]	R.C.	–	–	–	–	–	1	0	15	3	1	17	6	14	0	0	1	10	0	4	10	0	6	0	0	A.	29
3[2]	R.C.	–	–	–	–	–	1	0	10	0		—		14	0	0	0	7	0		—		0	7	0	V.T.	30
–	–	–	–	–	–	–	–		—			—			—			—			—			—		V.T.	31
3[1]	R.C.	–	–	–	–	–	1	0	11	9	1	10	0	16	0	0	2	10	0		—		2	10	0	A.	32
Prob.	R.C.	–	–	–	–	–	1	0	12	0	1	10	0	12	15	0		—			—			—		V.C.	33
3[2]	R.C.	–	–	–	–	–	1	0	11	11	1	10	0	14	0	0	1	2	3		—		1	2	3	V.T.	34
3[2]	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	14	0	0		—			—			—		V.T.	35
1[3]	R.C.	–	–	–	–	–	1	2	9	2	1	17	6	23	18	4	7	1	6		—		7	1	6	A.	36
3[2]	R.C.	–	–	–	–	–	1	0	12	9		—		16	0	0	1	2	6		—		[a]1	2	6	V.T.	37
Prob.	R.C.	–	–	–	–	–	1	0	11	3		—		7	13	4	4	13	4		—		4	13	4	V.T.	38
Prob.	R.C.	–	–	–	–	–	1	0	16	6		—		12	10	0	1	18	0		—		1	18	0		39
2[1]	R.C.	–	–	–	–	–	1		—			—		24	0	0	0	13	3		—		0	13	3	V.T.	40
Prob.	R.C.	–	–	1	–	–	2		—			—		19	11	8		—			—			—		V.T.	41
3[1]	R.C.	–	–	–	–	–	1	0	10	5	1	10	0	16	0	0	2	1	11		—		2	1	11	VT	42
1[1]	R.C.	–	–	–	–	1	2	2	14	9	1	10	0	40	18	4	1	13	6		—		1	13	6	VT	43
3[2]	R.C.	–	–	–	–	–	1	0	14	7	1	10	0	16	0	0	1	19	9	1	12	6	3	12	3	V.T.	44
1[3]	R.C.	–	–	–	1	–	2	3	2	0	2	5	0	34	6	8	8	8	1		—		8	8	1	VT	45
2[2]	R.C.	–	–	–	–	1	2	2	18	0	2	17	0	24	0	0	6	4	1		—		6	4	1	VT	46
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	0	11	8	1	2	7		—		1	2	7		47
2[2]	E.C.	–	–	–	–	–	1		—			—		22	0	0	2	10	0		—		[a]2	10	0		48
Prob.	E.C.	–	–	–	–	–	1	1	0	0		—		11	0	0		—		2	10	0	[a]2	10	0		49
3[2]	R.C.	–	–	1	–	–	2	1	7	1	1	17	6	24	0	0	4	7	0		—		4	7	0	V.T.	50
3[1]	R.C.	–	–	–	–	–	1	1	9	10	1	10	0	19	0	0	5	0	0		—		5	0	0	V.T.	51
3[1]	R.C.	–	–	–	–	–	1	0	10	0	1	17	6	19	0	0	7	14	3		—		7	14	3		52
3[1]	R.C.	–	–	–	–	–	1	0	12	9	1	10	0	16	0	0	1	13	0		—		1	13	0		53
2[2]	R.C.	–	–	–	–	–	1	0	15	1		—		27	0	0	0	17	6	33	18	4	34	15	10	V.T.	54
3[1]	R.C.	–	–	–	–	–	1		—		1	17	6	11	0	0	3	13	9		—		3	13	9	A.	55
3[2]	R.C.	–	–	–	–	–	1		—			—		12	10	0	1	5	0	0	15	0	2	0	0	V.T.	56
3[1]	R.C.	–	–	–	–	–	1	0	13	10		—		19	0	0	6	1	11		—		6	1	11	V.T.	57

[a] Temporarily closed.

[a] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th Sept., 1855. Males.	Females.	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females.
58	3292	Clontouskert, .	Clontouskert, f.	–	82	82	–	82	82	25	26	–	1
59	3298	Beagh, . .	Cregg, m.	45	–	[b]45	74	–	[b]74	[b]19	[b]35	1	–
60	3332	Kilconnell, .	Kilconnell, . .	85	–	85	94	–	94	40	34	1	–
61	3365	Rahoon, . .	Galway P.L.U., Dangan Auxiliary,	180	235	415	80	218	[b]298	326	[b]260	1	–
												–	1
												1*	–
62	3366	Loughrea, .	Loughrea, Workhouse,	72	138	210	42	67	109	165	100	–	1*
												1*	–
63	3379	Beagh, . .	Gort, Workhouse,	86	117	203	67	43	110	149	104	–	1
64	3389	Killererin, .	Barna, f.	–	47	47	–	58	[b]58	23	28	–	1
65	3405	Aughrim, .	Aughrim, . .	63	55	118	61	52	113	47	46	1	–
66	3503	Kilcummin, .	Lettermullin, .	31	12	43	49	35	84	31	21	1	–
67	3560	Ross, . .	Carnamona, . .	68	45	[b]113	63	31	94	20	32	–	1
68	3567	St. Nicholas, .	Galway Co. Prison, .	43	–	[b]43	38	–	[b]38	[b]24	[b]19	1	–
69	3607	Leitrim, .	Leitrim, . .	56	39	95	55	56	111	25	34	1	–
70	3635	Ballinakill, .	Ussey, . . .	29	58	87	31	56	87	42	41	–	1
71	3637	Clonkeen, .	Gurteen, . .	49	48	97	54	41	95	42	38	1	–
72	3672	Beagh, . .	Cregg, f.	–	65	65	–	74	74	35	36	–	1
73	3723	Kilreekill, .	Kilreekill (late Cahernagarney), . .	72	59	131	66	47	113	49	30	1*	–
74	3800	St. Nicholas, .	Galway Town Prison,[c]	–	–	–	–	–	–	–	–	–	–
75	3813	Ahascragh, .	Ahascragh, m.	66	–	66	56	–	56	32	29	1	–
76	3814	Do. . .	Daly's Grove, . .	46	36	82	42	32	74	31	26	–	1
77	3842	Gurteen, . .	Clounkeen, Keryle Ord. Agricultural,	64	37	101	59	50	109	37	34	1*	–
78	3848	Killimer Daly, .	Brackloon, . .	103	47	150	97	29	126	46	27	1	–
79	3875	Innishcaltra, .	Innishcaltra, f.	–	58	58	–	89	89	22	39	–	1
80	4013	Ballinakill, .	Irish Waste Land Society, . .	81	46	127	80	48	128	57	44	1	–
81	4094	Ahascragh, .	Ahascragh, f.	–	88	88	–	101	101	55	52	–	1*
82	4095	Ballinakill, .	Tubberoe, No. 2, .	53	42	95	56	53	109	49	53	1	–
83	4216	Annadown, .	Castlehackett, Mod. Ag.	24	16	40	20	18	38	40	39	1*	–
84	4219	Moycullen, .	Spiddle, f.	–	77	77	–	61	61	31	30	–	1*
85	4220	Ballymacward, .	Iskeer, f.	–	87	87	–	122	122	55	60	–	1*
86	4391	Fahy, . .	Fahy, f.	–	60	60	–	66	66	28	31	–	–[d]
87	4401	Killeenadeema, .	Derrybrian, . .	57	52	109	61	56	117	36	24	1	–
88	4501	St. Nicholas, .	Claddagh, m.	229	–	229	280	–	280	107	116	1*	–
89	4502	Do. . .	Do. f.	–	118	118	–	115	115	44	55	–	1*
90	4504	Kilconniron, .	Ganty, . . .	54	45	99	40	46	86	40	36	1*	–
91	4506	Oranmore, .	Oranmore, m.	74	–	74	69	–	69	25	30	1*	–
92	4507	Do. . .	Do. f.	–	85	85	–	76	76	24	35	–	1
93	4509	Ardrahan, .	Castle Daly, . .	–	–	[e]–	24	37	61	–	27	1*	–
94	4515	St. Nicholas, .	Newtownsmith, f.	–	486	486	–	536	536	233	335	–	3
95	4786	Kilcummin, .	Oughterard, m.	109	–	109	85	–	[b]85	46	39	1	–
96	4787	Do. . .	Do. f.	–	103	103	–	96	[b]96	24	28	–	1
97	4789	Kilthomas, .	Peterswell, . .	92	81	173	82	72	154	67	69	1*	–
98	4790	Kilmacduagh, .	Gort, m.	130	–	130	137	–	137	46	44	1	–
99	4791	Do. . .	Do. f.	–	156	156	–	140	140	60	51	–	1
100	4941	Moyrus, . .	Kilkerrin, . .	55	32	87	36	20	56	31	21	1	–
101	4974	Meelick, . .	Meelick, . .	50	24	74	48	27	75	40	35	1	–
102	5146	Killane, . .	Woodlawn, f.	–	74	74	–	68	68	33	26	–	1
103	5222	Kiltullagh, .	Esker,[c] Ord. Agri.	–	–	–	–	–	–	–	–	–	–
104	5279	Rahoon, . .	Taylor's Hill, f.	–	91	91	–	75	75	45	49	–	1
105	5310	Tynagh, . .	Tynagh, m.	64	–	64	70	–	70	31	23	1*	–
106	5323	Omey, . .	Clifden, Workhouse,	30	70	100	26	36	62	67	60	–	1
107	5418	Tynagh, . .	Tynagh, f.	–	55	55	–	62	62	30	34	–	1*
108	5448	Tuam, . .	Tuam, Workhouse,	79	85	164	36	64	100	125	98	1	–
												–	1*
109	5523	Ballinakill, .	Ballincurry, . .	96	43	139	87	36	123	45	44	1*	–
110	5608	Abbeyknockmoy,	Newtown, . .	–	98	98	–	92	92	61	47	–	1*
111	5754	Killara, . .	Craughwell, m.	80	–	80	85	–	85	30	34	1	–
112	5755	Do. . .	Do. f.	–	74	74	–	76	76	29	30	–	1*
113	5965	Killeenadeema,	Killeenadeema, m.	75	–	75	58	–	58	27	21	1	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of CONNAUGHT: County of GALWAY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants			Monitors.																
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
								£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	—			1	18	1	[a]1	18	1	V.T.	58
3[2]	R.C.	–	–	–	–	–	1	1	0	0	—			12	10	0	1	0	0	—			1	0	0	V.T.	59
2[2]	R.C.	–	–	–	–	–	1	1	13	7	1	10	0	22	0	0	0	12	2	0	4	8	0	16	10		60
2[2] / 3[1]	R.C.	1	–	–	–	–	3		—		6	7	6	—			—			—			—				61
3[1] / 2[2]	R.C.	–	–	–	–	–	2	1	15	4	—			—			—			—			—				62
3[1] / 3[1]	R.C.	–	–	–	–	–	2	2	8	1	4	17	6	—			—			—			—				63
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	14	0	0	1	2	11	—			1	2	11	V.T.	64
Prob.	R.C.	–	–	1	–	–	2	2	0	10	1	10	0	20	10	0	3	5	9	—			3	5	9		65
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	7	18	4	0	15	0	—			0	15	0		66
3[2]	R.C.	–	–	–	–	–	1	1	0	0	—			17	15	0	—			4	0	0	4	0	0	V.C.	67
Prob.	R.C.	–	–	–	–	–	1		—		—			—			—			—			—				68
3[2]	R.C.	–	–	–	–	–	1	1	6	9	1	10	0	18	10	0	2	4	6	—			[a]2	4	6		69
3[2]	R.C.	–	–	–	–	–	1	0	10	5	1	10	0	14	0	0	1	5	0	—			1	5	0		70
3[1]	R.C.	–	–	–	–	–	1	0	11	5	1	10	0	19	0	0	1	7	2	2	0	0	3	7	2		71
3[1]	R.C.	–	–	–	–	–	1		—		—			16	0	0	0	7	3	—			[a]0	7	3	V.T.	72
3[2]	R.C.	–	–	–	–	–	1	1	4	9	—			16	0	0	2	7	5	0	2	6	2	9	11		73
–	–	–	–	–	–	–	–		—		—			—			—			—			—				74
3[2]	R.C.	–	–	–	–	–	1	1	7	4	—			16	0	0	1	15	9	—			1	15	9		75
3[2]	R.C.	–	–	–	–	–	1	1	5	5	—			14	0	0	0	11	6	—			0	11	6		76
2[1]	R.C.	–	–	–	–	–	1	1	1	0	—			29	0	0	—			25	0	0	[a]25	0	0		77
3[2]	R.C.	–	–	–	–	–	1	1	9	5	—			16	0	0	0	16	5	16	10	0	17	6	5		78
3[2]	R.C.	–	–	–	–	–	1		—		—			15	0	0	0	14	6	0	9	0	1	3	6	V.T.	79
2[2]	R.C.	–	–	–	1	–	2	0	10	3	1	17	6	25	10	0	1	12	4	—			1	12	4	V.T.	80
3[1]	R.C.	–	–	–	–	1	2		—		—			19	18	4	2	0	8	—			2	0	8		81
3[2]	R.C.	–	–	–	–	–	1		—		—			16	0	0	3	2	6	—			3	2	6		82
2[1]	R.C.	–	–	–	–	–	1	2	5	2	1	10	0	39	0	0	3	4	0	19	5	0	[a]22	9	0		83
3[1]	R.C.	–	–	–	–	–	1	0	8	0	—			16	0	0	3	16	3	—			3	16	3	V.T.	84
3[2]	R.C.	–	1	–	–	–	2	0	9	8	—			27	10	0	1	0	0	—			1	0	0	V.T.	85
–	–	–	–	–	–	–	–		—		1	10	0	3	5	0	—			—			—				86
3[2]	R.C.	–	–	–	–	–	1	0	5	10	1	10	0	17	0	0	4	8	10	—			4	8	10		87
1[2]	R.C.	1	–	–	1	–	3	3	1	8	—			46	13	4	2	7	0	10	0	0	[a]12	7	0	V.T.	88
1[1]	R.C.	–	1	–	–	1	3	1	11	2	—			45	14	2	0	8	5	15	0	0	[a]15	8	5	V.T.	89
3[2]	R.C.	–	–	1	–	–	2	0	13	0	—			23	10	0	—			—			[a]—			V.C.	90
2[1]	R.C.	–	–	–	–	–	1		—		—			24	0	0	1	6	0	—			1	6	0	V.C.	91
2[2]	R.C.	–	–	1	–	–	2	0	5	9	—			24	0	0	1	15	1	—			1	15	1	V.C.	92
3[1]	R.C.	–	–	1	–	–	2	1	3	0	—			6	3	4	0	14	0	—			[a]0	14	0	V.C.	93
Nuns.	R.C.	–	–	–	–	1	4	9	8	9	5	16	6	62	17	1	9	0	0	—			9	0	0		94
3[2]	R.C.	–	–	–	–	–	1	3	0	0	—			16	0	0	2	16	10	—			2	16	10	V.C.	95
Prob.	R.C.	–	–	–	–	–	1		—		—			14	0	0	1	0	11	0	15	0	1	15	11	V.C.	96
3[1]	R.C.	–	–	1	–	–	2	1	3	3	—			28	0	0	6	14	0	3	10	0	10	4	0	V.C.	97
Prob.	R.C.	–	–	–	1	–	2	3	5	4	0	19	6	29	3	4	13	16	4	—			13	16	4	V.C.	98
Prob.	R.C.	–	–	1	–	1	3		—		—			22	0	0	1	8	9	—			1	8	9	V.C.	99
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	16	0	0	4	0	0	—			4	0	0	V.C.	100
3[1]	R.C.	–	–	–	–	–	1	1	14	1	—			23	10	0	2	16	3	—			[a]2	16	3	-	101
2[1]	R.C.	–	–	–	–	–	1		—		—			23	10	0	—			—			[a]—				102
–	–	–	–	–	–	–	–		—		—			—			—			—			—				103
Nun.	R.C.	–	–	–	–	1	2		—		—			20	5	0	—			—			—				104
3[1]	R.C.	–	–	–	–	–	1		—		1	10	0	18	0	0	2	7	0	—			2	7	0		105
Prob.	R.C.	–	–	–	–	–	1	2	15	3	2	5	0	—			—			—			—				106
3[1]	R.C.	–	–	–	–	–	1	0	12	6	—			16	0	0	1	19	3	—			1	19	3		107
2[2] / 3[1]	R.C.	–	–	–	–	–	2	5	14	2	—			—			—			—			—				108
2[1]	R.C.	–	–	–	–	–	1	0	10	3	—			19	0	0	2	14	6	—			2	14	6		109
3[2]	R.C.	–	–	–	–	1	2	0	14	4	1	17	6	18	8	4	—			6	0	0	6	0	0		110
3[1]	R.C.	–	–	–	–	–	1	0	14	9	—			19	0	0	2	14	6	—			2	14	6	V.C.	111
3[2]	R.C.	–	–	–	–	–	1		—		—			14	0	0	—			—			—			V.C.	112
Prob.	R.C.	–	–	–	–	–	1	1	7	10	—			14	16	8	—			—			—				113

[c] Temporarily closed. [d] Teacher dismissed by Board in charge of school. [e] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females
114	5966	Killeenadeema,	Killeenadeema, f.	–	98	98	–	79	[a]79	24	[a]30	–	1
115	5982	Clare Galway, .	Clare Galway, m.	92	–	92	260	–	260	52	54	1	–
116	5992	Kilcummin, .	Oughterard, Workh.	39	45	84	–	–	[b]–	59	62	1	–
												–	1
117	6044	Kilcooley, .	Kilcooley, . .	108	–	108	86	–	86	45	29	1	–
118	6045	Ardrahan, .	Labane, . . .	–	52	52	–	56	56	25	28	–	1
119	6157	Clare Galway, .	Clare Galway, f.	–	187	187	–	283	283	29	48	–	1
120	6178	Clonfert, . .	Laurencetown, .	76	56	132	78	54	132	50	54	1	–
121	6212	Rahoon, . .	Galway, Dist. Mod. m.	180	–	180	169	–	169	103	98	1	–
122	6213	Do. . .	Do. f.	–	95	95	–	126	126	48	62	–	1
123	6214	Do. . .	Do. i.	59	24	[a]83	79	34	[a]113	[a]55	[a]75	–	1
124	6258	Killalaghton, .	Killalaghton, . .	58	38	96	57	29	86	36	26	1	–
125	6260	Ardrahan, .	Ardrahan, m.	79	–	79	96	–	96	33	43	1	–
126	6319	Kinvarradooras,	Duras, . . .	66	38	104	53	33	86	35	36	1*	–
127	6337	Kiltartan, .	Kiltartan, . .	62	38	100	55	32	[a]87	39	[a]45	1*	–
128	6396	Kinvara, . .	Northampton, .	44	36	80	48	47	95	32	34	1*	–
129	6413	Rahoon, . .	Albana, f.	–	97	97	–	123	123	56	79	–	1
130	6414	Athleague, .	Hollygrove, . .	20	12	32	48	30	78	20	35	1	–
131	6472	Arran, . .	Kilronayne, . .	46	46	92	45	28	73	49	40	1	–
132	6483	Moylough, .	Moylough, m.	69	–	69	65	–	65	29	32	1	–
133	6489	Bellclare, . .	Sylane, . . .	73	63	136	49	55	104	79	46	1*	–
134	6498	Killereran, .	Adrigoole, . .	42	32	74	42	41	83	53	36	–	1*
135	6560	Largin, . .	Clydagh, m.	464	–	464	463	–	463	39	49	1	–
136	6561	Kilcooly, . .	Kilcooly, f.	–	93	93	–	110	110	29	33	–	1
137	6568	Moylough, .	Mountbellew, Workh.	58	94	152	44	61	105	99	97	1*	–
												–	1
138	6578	Ballinakill, .	Gurtnadieve, . .	71	38	109	62	28	90	32	31	1*	–
139	6599	Ballinrobe, .	Threen, . . .	35	23	58	30	21	51	29	20	1	–
140	6610	Kilmacduagh, .	Kilmacduagh, .	73	62	135	72	60	[a]132	55	[a]55	1	–
141	6613	St. Nicholas, .	St. Nicholas, f.	–	207	207	–	190	190	81	90	–	1
142	6616	Moylough, .	Moylough, f.	–	84	84	–	81	81	37	34	–	1
143	6617	Boyennagh, .	Stonetown, . .	–	–	[d]–	55	22	77	[d]–	38	1	–
144	6932	Loughrea, .	St. Vincent's, f.	37	216	253	64	237	301	115	151	–	2
145	6678	Boyennagh, .	Glanamadda, . .	97	42	139	80	33	113	65	46	1	–
146	6701	Kilconnell, .	Kilconnell, f.	–	91	91	–	98	98	35	51	–	1
147	6702	Kilbegnet, .	Creggs, . . .	54	53	107	59	63	122	46	54	1	–
148	6703	Largin, . .	Clydagh, f.	–	407	407	–	403	403	40	36	–	1
149	6733	Boyennagh, .	Glenamadda, Workh.	40	73	113	20	33	53	71	50	*1	–
												–	1
150	6734	Lickmolassy, .	Portumna, Workhouse	75	86	161	37	65	102	137	98	1*	–
												–	1*
151	6750	Ballinakill, .	Rossgray, . .	78	39	117	50	26	76	38	30	1	–
152	6771	St. Nicholas, .	Bohermore m.	116	–	116	123	–	123	42	36	1	–
153	6772	Do. . .	Do. f.	–	71	71	–	89	89	40	42	–	1
154	6773	Killannan, .	Tully, . . .	50	27	77	57	33	90	46	43	1	–
155	6812	Moylough, .	Mt. Bellew-bridge, f.	–	70	70	–	75	75	26	31	–	1*
156	6813	Arran, . .	Oatquarter, . .	92	–	92	89	–	89	41	65	1*	–
157	6839	Kilclooney, .	Ballinasloe, f.	–	263	263	–	423	[a]423	167	[a]232	–	3
158	6848	Rahoon, . .	Barna, f.	–	57	57	–	75	75	25	33	–	1
159	6892	Killimerdaly. .	Bracklune, f.	–	75	75	–	71	71	29	27	–	1
160	6893	Ballindoon, .	Derrygimla, . .	57	37	94	63	54	117	49	50	1	–
161	6923	Omey, . .	Kingstown, . .	60	26	86	50	25	75	31	27	1	–
162	6924	Kilcummin, .	Collinamuck, . .	68	75	143	42	39	81	30	29	–	1
163	6925	Omey, . .	Claddaghduff, . .	53	28	81	47	31	78	40	25	1	–
164	6938	Ross, . .	Leenane, . .	67	35	102	43	37	80	34	34	–	1*
165	6951	Killyon, . .	Cappagh, . .	–	–	[b]–	24	5	29	[b]–	16	–	–
166	6952	Abbeyknockmoy,	Abbey, . . .	56	–	56	57	–	[a]57	23	[a]26	1	–
167	7013	Ross, . .	Clonbur, f.	55	66	121	–	78	78	40	33	–	1
168	7014	Lackagh, . .	Lackagh, . .	50	41	91	32	27	59	62	36	1	–
169	7038	Spiddal, . .	Selerna, . . .	88	58	146	83	53	136	86	66	1	–
170	7053	Annadown, .	Carrabeg, . .	–	178	178	–	212	212	75	75	–	1
171	7019	Kilcloony, .	Ballinasloe, Workho.	74	85	159	60	91	151	149	131	1	–
												–	1*

[a] Taken from Inspector's report.

[b] No return of attendance for this half-year.

on the 31st December, 1855.—Province of CONNAUGHT: County of GALWAY—*continued.*

Teachers, Assistants, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	R.C.	–	–	–	–	–	1			—			—	12	13	4		—			—			—			114
Prob.	R.C.	–	–	–	–	–	1			—			—	19	0	0	3	5	4		—		3	5	4		115
3[1]	R.C.	–	–	1	–	–	3	2	14	2			—		—			—			—			—			116
3[2]	R.C.																										
3[1]	R.C.	–	–	–	1	–	2	0	11	10			—	22	18	4	0	18	0		—		0	18	0		117
3[2]	R.C.	–	–	–	–	–	1	0	9	5			—	14	0	0	0	11	6		—		[c]0	11	6		118
3[2]	R.C.	–	–	–	–	–	1		—				—	10	10	0	2	15	7		—		2	15	7		119
3[3]	R.C.	–	–	–	–	–	1	3	13	7			—	19	0	0	6	12	9		—		6	12	9		120
–	R.C.	1	–	–	–	–	2	18	10	8	20	14	5		—			—			—			—		v.c.	121
–	R.C.	–	–	–	–	8	11		—		29	4	5		—			—			—			—		v.c.	122
–	E.C.	–	1	–	–				—		14	5	7		—			—			—			—		v.c.	123
3[2]	R.C.	–	–	–	–	–	1	2	7	6			—	12	10	0	2	14	7		—		2	14	7		124
3[2]	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	12	10	0	2	1	1		—		2	1	1	v.c.	125
2[2]	R.C.	–	–	–	–	–	1	0	10	5	1	17	6	23	1	8	3	10	0	0	12	0	4	2	0	v.c.	126
3[2]	R.C.	–	–	–	–	–	1		—			—		16	0	0	3	2	7		—		3	2	7		127
3[2]	R.C.	–	–	–	–	–	1	1	1	3	0	19	6	17	11	8	3	0	0		—		3	0	0	v.c.	128
Nun.	R.C.	–	–	–	–	–	1	3	18	4			—	16	5	0		—			—			—			129
Prob.	R.C.	–	–	–	–	–	1	0	7	7			—	12	10	0	0	15	0		—		0	15	0		130
Prob.	R.C.	–	–	1	–	–	2	0	14	8			—	19	10	0	2	15	0		—		2	15	0		131
Prob.	R.C.	–	–	–	–	–	1	0	2	4	1	10	0	23	11	8		—			—			—			132
2[2]	R.C.	–	–	1	1	–	3	1	4	3	1	17	6	36	6	8	6	0	0		—		[c]6	0	0	v.c.	133
1[2]	R.C.	–	–	–	–	–	1	1	9	5	1	10	0	26	0	0	3	1	1	1	5	0	4	6	1		134
3[1]	R.C.	–	–	–	–	–	1	1	3	8	1	10	0	19	0	0	6	12	9		—		[c]6	12	9		134
3[2]	R.C.	–	–	–	–	–	1	1	5	5	1	10	0	14	0	0	0	4	0		—		0	4	0		136
2[1]	R.C.	–	–	–	–	–	2	2	13	6	2	12	6	6	0	0		—			—			—			137
Prob.	R.C.																										
Prob.	R.C.	–	–	–	–	–	1	0	8	0	1	10	0	12	10	0	1	18	6		—		1	18	6		138
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	12	10	0	1	12	8		—		1	12	8		139
2[1]	R.C.	–	–	–	–	–	1	1	7	8			—	24	0	0	5	0	0		—		5	0	0	v.c.	140
Nun.	R.C.	–	–	–	–	–	1	0	13	0	2	5	0	18	15	0	0	10	0		—		0	10	0		141
3[2]	R.C.	–	–	–	–	–	1	1	3	0	1	10	0	14	0	0	3	10	0	5	0	0	8	10	0		142
Prob.	R.C.	–	–	–	–	–	1	2	0	1			—	4	8	4	0	17	6		—		0	17	6		143
Nuns.	R.C.	–	–	–	–	–	2	3	19	5	2	12	6	26	5	0	1	7	4		—		1	7	4		144
3[1]	R.C.	–	–	–	–	–	1	2	8	0	1	10	0	19	0	0	4	1	1		—		4	1	1		145
3[2]	R.C.	–	–	–	–	–	1	1	16	10			—	12	0	0	1	0	3		—		1	0	3		146
3[2]	R.C.	–	–	–	–	–	1	1	0	6			—	16	0	0	2	17	7		—		2	17	7		147
2[2]	R.C.	–	–	–	–	–	1	1	9	8			—	18	0	0	2	6	8		—		2	6	8		148
2[1]	R.C.	–	–	–	–	–	2	4	14	8			—		—			—			—			—			149
Prob.	R.C.																										
3[2]	R.C.	–	–	–	–	–	2	6	0	1			—		—			—			—			—			150
3[2]	R.C.																										
3[1]	R.C.	–	–	–	–	–	1	1	5	9			—	18	5	0	1	12	0		—		1	12	0		151
3[1]	R.C.	–	–	–	–	–	1	0	17	10			—	26	8	4		—			—			—			152
2[2]	R.C.	–	–	–	–	–	1		—				—	17	10	0		—			—			—			153
3[2]	R.C.	–	–	–	–	–	1	0	5	8			—	23	13	4	3	3	11		—		3	3	11		154
2[1]	R.C.	–	–	–	–	–	1	3	6	3			—	13	3	4	2	0	0	5	0	0	[c]7	0	0		155
3[1]	R.C.	–	–	–	1	–	2		—				—	23	16	8	4	0	2		—		4	0	2		156
Nuns.	R.C.	–	–	–	–	–	3		—				—	38	15	0		—			—			—			157
3[1]	R.C.	–	–	–	–	–	1		—				—	23	10	0	0	8	6		—		0	8	6		158
3[2]	R.C.	–	–	–	–	–	1	0	10	8			—	17	5	0	15	0	0	8	0	0	[c]23	0	0		159
Prob.	R.C.	–	–	–	–	–	1	1	12	6			—	12	10	0		—			—			—			160
3[1]	R.C.	–	–	–	–	–	1		—				—	20	10	0	1	9	6		—		1	9	6		161
3[1]	R.C.	–	–	–	–	–	1	0	13	5			—	22	1	8	0	19	6		—		[c]0	19	6		162
Prob.	R.C.	–	–	–	–	–	1		—				—	12	10	0	1	6	6		—		1	6	6		163
2[1]	R.C.	–	–	–	–	–	1		—				—	20	0	0		—		8	0	0	[c]8	0	0		164
–	–	–	–	–	–	–	–	0	13	10	5	0	0		—		1	1	0		—		1	0	0	v.c.	165
Prob.	R.C.	–	–	–	–	–	1		—				—	12	10	0		—			—			—			166
Prob.	R.C.	–	–	–	–	–	1		—				—	10	0	0		—		6	0	0	6	0	0		167
3[2]	R.C.	–	–	1	–	–	2	1	15	10			—	17	6	8	6	10	0		—		[c]6	10	0		168
Prob.	R.C.	–	–	–	–	–	1	1	5	6			—	18	0	0	3	14	0		—		3	14	0		169
Prob.	R.C.	–	–	–	–	–	1	1	10	0			—	11	0	0	0	8	0	4	0	0	4	8	0		170
Prob.	E.C.	–	–	–	–	–	2	2	9	4			—		—			—			—			—			171
3[1]	R.C.																										

[a] Residence rent free for teacher.

[d] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal No. Males.	Females.
172	7081	Arran, . .	Kilmurvy, . f.	–	50	50	–	69	69	26	31	–	1*
173	7090	Ballinakill, .	Cloon, . . .	49	30	79	30	29	69	26	21	1	–
174	7092	Moylough, .	Coolue, . . .	–	–	[a]–	67	69	136	–	65	1	–
175	7107	Ballinaconty, .	Gurrane, . .	45	39	84	41	43	84	31	39	1	–
176	7172	Killursa, . .	Ower, . . .	40	10	50	–	–	[b]–	30	[b]–	1	–
177	7213	Donaghpatrick,	Cahiralistrane, .	53	45	98	76	57	133	75	69	1*	–
178	7214	Kilkilvery, .	Knockroon, . .	88	78	166	90	68	158	92	79	1*	–
179	7215	Enniseer, .	Enniseer, . .	35	35	70	74	47	121	65	61	1	–
180	7261	Bullaun, . .	Bullaun, . .	–	–	[d]–	18	34	52	[d]–	35	–	1
181	7264	Killalaghtan, .	Cappatagal, f.	–	–	[d]–	–	40	40	[d]–	20	–	1
182	7285	Eyrecourt, .	Eyrecourt, . .	–	–	[d]–	48	30	78	[d]–	56	1*	–
183	7325	Killalin, . .	Fahy, . . .	–	–	–	–	–	[d]–	–	[d]–	–	1
			Total in Galway,	9,611	10,096	19,707	9,660	11,095	20,755	8,863	9,181	113	87

COUNTY OF

1	1024	Kiltoghert, .	Jamestown, m.	109	–	109	116	–	116	50	50	1*	–
2	1025	Do. . .	Cratty, . . .	66	42	108	65	41	106	60	55	1*	–
3	1026	Do. . .	Drumkeelan More, .	58	56	114	64	39	113	30	37	1	–
4	1027	Kiltubbrid, .	Mohercregs, f.	39	70	109	37	71	108	41	51	–	1
5	1028	Do. . .	Moherreavogagh, .	82	70	152	74	94	168	45	70	1* –	– 1
6	1030	Do. . .	Liscarban, . .	86	46	132	79	45	124	55	55	1*	–
7	1125	Kiltoghert, .	Leitrim Model Agri.	119	–	119	133	–	133	52	57	1 1*	– –
8	1209	Carrigallen, .	Beaghmore, . .	64	44	108	81	61	152	55	74	1	–
9	1217	Anaduff, . .	Lisduff, No. 1, m.	59	–	59	65	–	65	24	29	1*	–
10	1335	Do. . .	Drumsna, m.	79	–	79	72	–	72	25	30	1	–
11	1340	Fenagh, . .	Cornagon, . .	76	44	120	71	62	133	27	36	1*	–
12	1341	Rossinver, .	Loughmuirron, .	73	44	117	58	41	99	31	41	1*	–
13	1406	Kiltoghert, .	Corderry, . .	18	16	34	41	31	75	28	46	1*	–
14	1408	Oughteragh, .	Pottore, m.	64	–	[c]64	50	–	50	[c]23	18	1	–
15	1409	Do. . .	Derrinkeher, . .	93	100	193	71	90	161	101	86	1*	–
16	1648	Cloone, . .	Corduff, . . .	84	59	143	86	61	147	40	44	1	–
17	1649	Clooncläre, .	Kileycloghan, m.	92	–	[c]92	82	–	[c]82	[c]40	[c]36	1	–
18	1751	Do. . .	Loughros, . .	162	109	271	155	91	246	40	39	1*	–
19	1823	Kiltoghert, .	Jamestown, f.	–	63	63	–	77	77	31	36	–	1
20	1829	Mohill, . .	Eskeragh, . .	65	57	122	50	54	104	36	33	1	–
21	2178	Killanummery,	Killavoggy, . .	61	52	113	58	61	119	46	26	1	–
22	2285	Kiltoghert, .	Lisduff, No. 2, m.	51	26	77	38	45	83	31	37	1*	–
23	2354	Anaduff, . .	Drumsna, f.	–	58	58	–	88	88	20	31	–	1
24	2364	Clooncläre, .	Kileycloghan, f.	–	225	225	–	292	292	37	43	–	1*
25	2415	Cloone, . .	Farnaght, . .	67	–	67	72	–	72	34	24	1	–
26	2430	Oughteragh, .	Pottore, f.	–	121	121	–	157	157	20	24	–	1
27	2820	Do. . .	Ballinamore, m.	123	–	123	137	–	137	46	51	1*	–
28	2821	Do. . .	Do. f.	–	80	80	–	131	131	43	65	–	1*
29	2851	Kiltubbrid, .	Garvagh, f.	59	39	98	55	41	96	29	30	–	1*
30	3127	Clooncläre, .	Manorhamilton, m.	128	–	128	117	–	117	42	48	1*	–
31	3128	Do. . .	Do. f.	–	77	77	–	81	81	38	44	–	1*
32	3219	Do. . .	Killea, . . .	64	38	102	49	41	90	43	45	1*	–
33	3333	Inishmagrath, .	Tarmon, . .	51	38	89	57	43	100	38	40	1*	–
34	3419	Mohill, . .	Mohill P. L. U., .	26	34	60	20	21	41	45	39	1 –	– 1
35	3533	Kiltoghert, .	Carrick-on-Shannon P. L. U., .	48	75	123	24	41	65	99	60	1* –	– 1*
36	3639	Oughteragh, .	Cromlin, m.	72	–	72	108	–	108	23	36	1*	–
37	3669	Clooncläre, .	Manorhamilton P.L.U.	36	40	76	23	27	50	61	45	1 –	– 1
38	3685	Do. . .	Carrigeengeere, .	50	19	69	76	30	106	42	40	1	–

[a] No accounts kept until after this date. [b] Closed this half-year. [c] Residence rent free for teacher.

on the 31st December, 1855.—Province of CONNAUGHT: County of GALWAY—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.										Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.										Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.				School Fees.			Subscriptions.			Total Amount of Local Contributions.					
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.			
2[2]	R.C.	–	–	–	–	–	1	0	12	5	—			18	0	0		1	14	3	—			1	14	3			172
Prob.	R.C.	–	–	–	–	–	1	0	10	8	—			12	10	0		1	10	0	—			1	10	0			173
Prob.	R.C.	–	–	–	–	–	1	0	14	8	—			12	10	0		—			3	7	4	3	7	4			174
3[1]	R.C.	–	–	–	–	–	1	0	10	3	—			22	5	0		1	5	6	—			1	5	6			175
Prob.	R.C.	–	–	–	–	–	1	0	11	6	—			5	10	0		1	0	0	—			1	0	0			176
2[2]	R.C.	–	–	–	–	–	1	1	10	6	5	0	0	15	13	4		13	3	10	—			13	3	10			177
2[2]	R.C.	–	–	–	–	–	1	5	8	3	5	0	0	15	6	8		10	1	7	—			[c]10	1	7			178
Prob.	R.C.	–	–	–	–	–	1	—			—			5	10	0		3	0	0	—			[c]3	0	0			179
3[2]	R.C.	–	–	–	–	–	1	0	10	0	4	10	0	3	0	0		0	9	2	—			0	9	2			180
3[2]	R.C.	–	–	–	–	–	1	—			4	10	0	3	0	0		0	19	0	—			0	19	0			181
3[1]	R.C.	–	–	–	–	–	1	—			5	0	0	10	0	0		3	0	0	—			[c]3	0	0			182
Prob.	R.C.	–	–	–	–	–	1	—			5	0	0	—				—			—			—					183
–	–	3	4	12	10	18	247	212	17	2	213	6	5	3,176	3	9		357	4	9	401	3	8	758	8	5			183

LEITRIM—130 Schools.

1[2]	R.C.	–	–	–	1	–	2	2	3	2	1	10	0	39	6	8		3	18	0	—			[c]3	18	0			1
2[2]	R.C.	–	–	1	–	–	2	0	8	3	1	17	6	30	0	0		1	17	6	—			1	17	6			2
3[2]	R.C.	–	–	–	–	–	1	0	11	1	1	10	0	16	0	0		1	1	6	—			1	1	6		V.T.	3
3[1]	R.C.	–	–	–	–	–	1	0	10	9	—			16	0	0		—			3	0	0	3	0	0			4
2[1]	R.C.	–	–	–	–	–	2	1	17	8	—			42	0	0		—			8	0	0	8	0	0			5
2[2]	–																												
3[1]	R.C.	–	–	–	–	–	1	1	14	0	—			19	0	0		0	14	2	6	6	0	7	0	2		V.T.	6
Agrst.	R.C.	–	–	–	1	–	3	5	3	2	1	17	6	68	0	0		2	5	4	12	0	0	[c]14	5	4		V.C.	7
21	–																												
3[1]	R.C.	–	–	1	–	–	2	1	1	3	1	17	6	27	0	0		3	13	2	6	4	6	9	17	8		V.T.	8
2[2]	R.C.	–	–	–	–	–	1	1	2	4	—			22	0	0		—			16	0	0	16	0	0		B.	9
3[2]	R.C.	–	–	–	–	–	1	1	14	11	1	10	0	15	15	0		0	5	6	0	4	6	0	10	0		V.T.	10
3[1]	R.C.	–	–	–	–	–	1	1	2	0	1	10	0	19	0	0		1	15	0	—			1	15	0		V.T.	11
3[1]	R.C.	–	–	1	–	–	2	1	1	3	1	10	0	27	0	0		2	0	0	2	0	0	4	0	0		V.T.	12
1[3]	R.C.	–	–	–	–	–	1	1	0	3	1	17	6	28	10	0		3	0	0	3	0	0	6	0	0		V.T.	13
Prob.	R.C.	–	–	–	–	–	1	0	14	4	—			7	13	4		—			—			—				V.T.	14
1[3]	R.C.	–	–	1	1	–	3	1	17	0	2	5	0	40	18	4		4	11	9	1	14	0	[c]6	5	9		V.T.	15
3[2]	R.C.	–	–	1	–	–	2	3	5	6	1	10	0	24	0	0		1	5	6	0	4	0	1	9	6		V.T.	16
3[2]	R.C.	–	–	–	–	–	1	0	12	2	—			12	10	0		0	8	9	—			0	8	9		A.	17
2[2]	R.C.	–	–	–	–	–	1	0	10	0	—			22	0	0		—			—			—				V.T.	18
3[1]	R.C.	–	–	–	–	–	1	1	4	0	—			17	0	0		1	15	9	—			[c]1	15	9			19
2[2]	R.C.	–	–	–	–	–	1	—			—			22	0	0		2	4	0	—			2	4	0		B.	20
3[2]	R.C.	–	–	1	–	–	2	1	1	4	—			16	10	0		1	2	0	—			1	2	0		A.	21
2[2]	R.C.	–	–	–	–	–	1	1	15	3	—			22	0	0		3	0	3	—			3	0	3			22
Prob.	R.C.	–	–	–	–	–	1	1	2	5	1	10	0	19	10	0		0	15	6	—			0	15	6		V.T.	23
3[1]	R.C.	–	–	–	–	–	1	1	0	3	—			27	5	0		0	10	0	—			0	10	0		A.	24
Prob.	E.C.	–	–	–	–	–	1	2	9	9	—			12	10	0		1	18	6	10	0	0	[e]11	18	6		V.T.	25
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0		0	3	0	—			0	3	0		V.T.	26
1[3]	R.C.	–	–	–	–	–	1	2	9	3	1	10	0	30	0	0		7	19	0	3	10	0	11	9	0		V.T.	27
1[1]	R.C.	–	–	–	–	–	1	1	2	6	1	17	6	33	10	0		9	16	0	—			9	16	0		V.T.	28
2[1]	R.C.	–	–	–	–	–	1	0	7	8	1	10	0	19	10	0		0	6	5	1	0	0	1	6	5			29
2[2]	R.C.	–	–	–	–	–	1	1	8	0	1	10	0	22	0	0		3	1	2	—			3	1	2			30
1[3]	R.C.	–	–	–	–	–	1	0	11	3	1	10	0	21	10	0		2	0	10	—			2	0	10			31
3[2]	R.C.	–	–	1	–	–	2	0	19	4	2	9	6	24	0	0		1	12	0	—			1	12	0		A.	32
2[1]	R.C.	–	–	–	–	–	1	0	11	0	1	10	0	19	6	8		2	4	0	—			2	4	0			33
Prob.	E.C.	–	–	–	–	–	2	1	17	2	1	17	6	—				—			—			—					34
Prob.	E.C.																												
3[1]	R.C.	–	–	–	–	–	2	—			2	12	6	—				—			—			—					35
2[2]	R.C.																												
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0		—			—			—					36
Prob.	E.C.	–	–	–	–	–	2	3	0	6	—			—				—			—			—					37
Prob.	E.C.																												
3[2]	R.C.	–	–	–	–	–	1	1	1	5	—			16	0	0		1	3	0	—			[c]1	3	0			38

d Not taken into connexion until after this date.

e Taken from Inspector's Report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.			31st March, 1855.	30th Sept., 1855.		
				Males.	Females.	Total.	Males.	Females.	Total.			Males.	Females.
39	3707	Anaduff,	Anaduff, m.	91	–	91	90	–	90	38	35	1	–
40	3724	Killasnet,	Brackary-beg,	23	23	46	35	36	71	15	21	1	–
41	3736	Rossinver,	Buckode,	62	33	95	57	45	102	50	53	1*	–
42	3763	Do.	Tullaghan,	39	18	57	33	26	69	29	30	1*	–
43	3796	Oughteragh,	Clogher,	40	30	70	41	33	74	27	30	1*	–
44	3857	Carrigallen,	Drumeela, m.	66	–	66	77	–	77	25	30	1*	–
45	3871	Kiltubbrid,	Crummy,	69	62	131	49	60	109	65	53	1*	–
46	3942	Cloone,	Dromadorn, m.	71	–	71	91	–	91	24	36	1*	–
47	3943	Do.	Do. f.	–	58	58	–	80	80	22	37	–	1
48	4097	Rossinver,	Ballaghameehan,	71	35	106	68	32	100	46	48	1*	–
49	4298	Anaduff,	Anaduff, f.	–	82	82	–	84	84	22	32	–	1
50	4320	Drumreilly,	Eden,	42	34	76	38	29	67	43	33	1	–
51	4329	Oughteragh,	Crimlin, f.	–	56	56	–	69	69	19	33	–	1*
52	4351	Kiltoghert,	Drumduff,	46	33	79	32	33	65	28	30	1*	–
53	4390	Rossinver,	Gapnavagh,	38	16	54	39	47	86	45	44	1*	–
54	4516	Carrigallen,	Carrigallen,	82	72	154	88	78	166	57	70	1*	–
55	4552	Killarga,	Drumkeel,	49	49	98	47	48	95	42	44	1	–
56	4665	Drumreilly,	Carrow Allen,	32	24	56	32	20	52	25	23	1	–
57	4691	Do.	Urbal, m.	64	–	64	67	–	67	24	26	1*	–
58	4824	Mohill,	Eslin, m.	91	–	91	112	–	112	32	46	1	–
59	4825	Do.	Do. f.	–	72	72	–	152	152	20	48	–	1*
60	4905	Drumlease,	Cornalaghta,	95	81	176	92	106	198	70	92	1*	–
61	5035	Killarga,	Killarga, f.	51	60	111	42	45	87	31	38	–	1*
62	5036	Drumlease,	Drumlease,	63	57	120	50	54	104	46	45	1	–
63	5161	Inishmagrath,	Drumkeeran,	94	58	152	108	79	187	68	86	1*	–
64	5212	Rossinver,	Edenvella,	81	46	127	72	57	129	56	56	1	–
65	5213	Fenagh,	Killyfinnan,	37	34	71	30	25	55	30	30	1	–
66	5229	Kiltoghert,	Lavaur,	44	30	74	45	33	78	29	29	1	–
67	5294	Rossinver,	Askill,	39	29	68	51	46	97	39	41	1*	–
68	5320	Anaduff,	Lisduff, f.	–	55	55	–	68	68	29	34	–	1*
69	5338	Killasnet,	Leckanairaney,	61	41	102	48	33	81	42	34	1*	–
70	5339	Rossinver,	Tawly,	54	23	77	46	22	68	29	21	1	–
71	5352	Cloonclare,	Cullentragh,	85	67	152	80	67	147	64	62	1	–
72	5403	Rossinver,	Drummans,	43	40	83	40	47	87	31	36	1	–
73	5404	Fenagh,	Leamanish,	47	56	103	38	53	91	24	26	–	1
74	5462	Inishmagrath,	Lisacoghill,	66	53	119	81	60	141	44	50	1	–
75	5463	Do.	Kilbride,	98	51	149	87	54	141	59	64	1*	–
76	5561	Killarga,	Tullynacross,	76	52	128	88	63	151	64	66	1*	–
77	5562	Fenagh,	Fenagh,	49	38	87	57	45	102	38	48	1*	–
78	5563	Rossinver,	Aghanlish,	39	39	78	39	38	77	30	35	1*	–
79	5684	Carrigallen,	Killygar, m.	39	–	39	55	–	55	16	26	1	–
80	5685	Do.	Do. f.	–	51	51	–	60	60	19	32	–	1
81	5841	Rossinver,	Boyannagh,	43	33	76	48	31	79	38	38	1*	–
82	5842	Carrigallen,	Newtowngore,	–	–	[b]–	57	43	[c]100	–	[c]49	1*	–
83	5850	Inishmagrath,	Kilmore,	41	45	86	37	33	70	29	33	–	1
84	5922	Drumreilly,	Coralubber,	44	33	77	52	44	96	45	45	1	–
85	5983	Mohill,	Mohill, f.	–	101	101	–	97	97	39	46	–	1*
86	6046	Killasnet,	Sraned,	50	18	68	64	27	91	37	31	1	–
87	6079	Inishmagrath,	Dergoone,	59	35	94	56	28	84	38	34	1	–
88	6179	Kiltoghert,	Drumshanbo,	35	38	73	36	50	86	32	38	–	1
89	6180	Drumreilly,	Gortachoosh,	90	–	90	101	–	101	24	28	1	–
90	6193	Cloone,	Bellageeher,	76	53	129	83	59	142	31	26	1*	–
91	6194	Drumreilly,	Derradda,	67	69	136	79	83	162	62	69	1	–
92	6223	Carrigallen,	Drumoela, f.	–	76	76	–	75	75	31	35	–	1*
93	6270	Drumreilly,	Urbal, f.	–	48	48	–	50	50	19	25	–	1
94	6338	Cloone,	Cloone,	130	117	247	130	115	[c]245	32	28	1	–
95	6348	Drumreilly,	Gortachoosh, f.	–	85	85	–	122	122	27	39	–	1*
96	6355	Killarga,	Drumshanlish,	66	48	114	63	41	104	45	44	1*	–
97	6356	Inishmagrath,	Shannon View,	29	35	64	40	41	81	32	39	1	–
98	6389	Killanummery,	Ballinagar,	166	87	253	156	111	267	49	55	1	–
99	6415	Drumreilly,	Aghawillin,	77	63	140	56	65	121	51	45	1	–
100	6425	Kitoghert,	Annaselhenry,	74	79	153	70	69	139	28	41	1*	–

* Residence rent free for teacher.

[b] No return for this half-year.

on the 31st December, 1855.—Province of CONNAUGHT: County of LEITRIM—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants.		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.		Free Stock.		Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.		School Fees.		Subscriptions.		Total Amount of Local Contributions.			
Class.	Religion.	Males.	Females.		Males.	Females.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.			
3²	R.C.	–	–	–	–	–	1	0 6 5		—		16 0 0		0 19 10		—		[a]0 19 10			39
Prob.	R.C.	–	–	–	–	–	1	0 11 2		—		13 15 0		—		—		—			40
2¹	R.C.	–	–	–	–	–	1	0 13 3		—		24 0 0		2 19 6		—		2 19 6			41
2¹	R.C.	–	–	–	–	–	1	0 11 0		—		24 0 0		4 8 1		—		4 8 1			42
2¹	R.C.	–	–	1	–	–	2	0 16 5		—		30 0 0		—		—		—			43
2²	R.C.	–	–	–	–	–	1	0 17 2		—		22 0 0		1 12 6		1 0 0		2 12 6			44
3²	R.C.	–	–	1	–	–	2	0 14 2		0 19 6		17 6 8		2 12 4		—		2 12 4			45
3¹	R.C.	–	–	–	–	–	1	—		1 10 0		19 0 0		0 16 10		—		0 16 10		v.t.	46
3¹	R.C.	–	–	–	–	–	1	1 1 4		1 10 0		16 0 0		0 19 0		—		0 19 0		v.t.	47
3¹	R.C.	–	–	–	1	–	2	1 12 11		—		24 0 0		2 18 0		—		2 18 0			48
3¹	R.C.	–	–	–	–	–	1	1 2 11		1 10 0		17 0 0		0 10 0		—		0 10 0			49
Prob.	R.C.	–	–	–	–	–	1	0 19 0		2 5 0		12 10 0		—		—		—			50
3²	R.C.	–	–	–	–	–	1	—		1 10 0		14 0 0		—		—		—			51
3²	E.C.	–	–	1	–	–	2	0 18 3		1 10 0		24 0 0		—		—		—			52
3²	R.C.	–	–	–	–	–	1	0 10 3		1 17 6		16 0 0		4 0 0		—		4 0 0			53
1³	Pres.	–	–	1	–	–	2	2 16 7		1 17 6		39 1 8		10 15 6		—		10 15 6			54
3¹	R.C.	–	–	–	–	–	1	1 2 6		1 17 6		19 0 0		2 17 4		—		2 17 4			55
Prob.	E.C.	–	–	–	–	–	1	0 9 4		1 10 0		16 0 0		—		6 0 0		6 0 0			56
3¹	R.C.	–	–	–	–	–	1	0 18 9		1 10 0		19 0 0		1 10 0		—		1 10 0			57
3¹	R.C.	–	–	–	–	–	1	1 3 9		1 10 0		12 10 0		4 7 0		1 0 0		5 7 0			58
3²	R.C.	–	–	–	–	–	1	1 6 7		1 10 0		14 10 0		1 5 8		0 10 0		1 15 8			59
2¹	R.C.	–	–	1	1	–	3	3 15 0		4 0 0		36 3 4		6 17 6		—		6 17 6			60
3²	R.C.	–	–	–	–	–	1	0 10 3		—		14 0 0		1 14 0		—		1 14 0			61
3²	R.C.	–	–	1	–	–	2	1 9 5		—		24 0 0		2 9 9		—		2 9 9			62
1³	R.C.	–	–	1	1	–	3	5 0 1		—		41 1 8		15 0 10		—		15 0 10			63
3¹	R.C.	–	–	1	–	–	2	1 8 3		—		27 0 0		2 5 0		—		2 5 0			64
3²	R.C.	–	–	–	–	–	1	—		—		16 0 0		0 9 0		—		0 9 0			65
Prob.	R.C.	–	–	–	–	–	1	1 7 2		—		12 10 0		—		—		—			66
2¹	R.C.	–	–	–	–	–	1	0 10 10		—		25 10 0		5 2 2		—		5 2 2		v.c.	67
3¹	R.C.	–	–	–	–	–	1	0 14 5		—		16 0 0		0 10 0		1 1 0		1 11 0		B.	68
2²	R.C.	–	–	–	–	–	1	1 9 0		—		22 0 0		3 3 6		1 10 0		4 13 6			69
3¹	R.C.	–	–	–	–	–	1	0 18 3		—		19 0 0		0 10 8		—		0 10 8			70
2²	R.C.	–	–	–	–	–	1	1 10 6		—		22 0 0		5 2 0		—		5 2 0		v.c.	71
3²	R.C.	–	–	1	–	–	2	1 0 8		—		24 0 0		—		2 0 0		2 0 0			72
Prob.	R.C.	–	–	–	–	–	1	0 12 0		—		11 0 0		1 3 0		—		1 3 0			73
3²	R.C.	–	–	–	–	–	1	0 17 10		—		16 0 0		5 3 10		—		5 3 10			74
3¹	R.C.	–	–	–	–	–	1	0 19 9		—		19 0 0		9 4 6		—		9 4 6			75
3¹	R.C.	–	–	1	–	–	2	2 3 7		—		27 0 0		4 8 10		0 12 6		5 1 4			76
2²	R.C.	–	–	–	–	–	1	1 2 6		—		22 0 0		2 17 0		—		2 17 0			77
3²	R.C.	–	–	–	–	–	1	0 16 1		—		15 15 0		2 0 0		—		2 0 0			78
3¹	E.C.	–	–	–	–	–	1	3 0 5		1 10 0		16 10 0		—		—		[a]—			79
Prob.	E.C.	–	–	–	–	–	1	—		1 10 0		11 0 0		—		—		—			80
3¹	R.C.	–	–	–	–	–	1	1 5 2		1 10 0		20 0 0		3 2 6		—		3 2 6			81
2¹	–	–	–	1	–	–	2	1 0 3		—		26 6 8		—		—		—			82
3²	R.C.	–	–	–	–	–	1	0 11 9		1 10 0		14 0 0		4 19 4		—		4 19 4			83
Prob.	R.C.	–	–	–	–	–	1	1 0 6		1 10 0		12 10 0		1 0 0		—		1 0 0			84
3¹	R.C.	–	–	–	–	–	1	1 12 9		—		16 0 0		2 19 10		—		2 19 10			85
3²	R.C.	–	–	–	–	–	1	0 18 7		—		16 0 0		1 13 6		—		1 13 6			86
Prob.	R.C.	–	–	–	–	–	1	1 0 9		—		19 6 8		2 5 0		4 0 0		6 5 0			87
2²	R.C.	–	–	–	–	–	1	0 14 9		—		19 10 0		2 11 3		1 1 0		3 12 3			88
2²	R.C.	–	–	–	–	–	1	1 11 0		—		22 0 0		1 0 6		—		1 0 6			89
3²	R.C.	–	–	–	–	–	1	0 19 5		—		16 0 0		1 8 9		—		1 8 9			90
Prob.	R.C.	–	–	1	–	–	2	0 15 4		—		23 8 4		2 5 6		—		2 5 6			91
3¹	R.C.	–	–	–	–	–	1	—		—		16 10 0		1 11 6		0 15 0		2 6 6			92
3²	R.C.	–	–	–	–	–	1	0 5 8		—		11 10 0		—		—		—			93
3¹	R.C.	–	–	–	–	–	1	0 7 9		—		12 10 0		0 15 3		4 10 0		[a]5 5 3			94
3¹	R.C.	–	–	–	–	–	1	1 0 0		—		16 0 0		—		—		—			95
3¹	R.C.	–	–	–	–	–	1	1 2 6		—		19 0 0		2 13 6		–		2 13 6			96
Prob.	R.C.	–	–	–	–	–	1	1 2 3		—		11 3 4		1 17 0		—		1 17 0			97
3²	R.C.	–	–	–	–	–	1	1 5 0		—		16 0 0		4 5 6		—		4 5 6			98
3²	R.C.	–	–	1	–	–	2	2 6 2		—		24 0 0		2 5 0		—		2 5 0			99
2²	R.C.	–	–	–	–	–	1	1 7 3		—		22 0 0		3 18 10		—		3 18 10			100

[a] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
101	6453	Killarga, . .	Licone, . . .	–	–	[a]–	30	32	[b]62	–	[b]30	1	–
102	6454	Inishmagrath, .	Moneenatieve, .	73	42	115	83	39	122	56	53	1	–
103	6473	Carrigallen, .	Druminshingore, .	37	23	60	36	30	66	23	29	1	–
104	6562	Killarga, . .	Lugnaskeehan, .	–	–	[a]–	37	33	[b]70	–	[b]19	1	–
105	6579	Killasnet, .	Carrickeeny, . .	54	36	90	58	58	116	40	50	1	–
106	6590	Killanummery,	Friarstown, . .	139	71	210	181	92	273	135	130	1	–
107	6614	Killasnet, .	Kilroosk, . .	76	37	113	61	41	102	43	39	1	–
108	6680	Do. . .	Diffreen, . .	34	48	82	37	49	86	27	49	–	1*
109	6704	Cloonclare, .	Mullaun, f.	–	79	79	–	76	76	22	33	–	1*
110	6705	Kiltoghert, .	Carrick-on-Shan., m.	136	–	136	86	–	86	37	29	1	–
111	6706	Do. . .	Do. f.	–	71	71	–	94	94	30	40	–	1*
112	6730	Do. . .	Leitrim, f.	–	104	104	–	120	120	49	57	–	1*
113	6774	Inishmagrath, .	Shivdelagh, . .	55	33	88	51	32	83	46	38	1	–
114	6775	Cloone, . .	Ardloher, . .	52	43	95	93	69	162	31	58	1*	–
115	6894	Rossinver, .	Conray, f.	30	48	78	32	53	85	36	44	–	1
116	6895	Do. . .	Wardhouse, f.	30	31	61	29	28	57	35	26	–	1
117	6907	Kiltubbrid, .	Kilclare, . .	58	46	104	51	43	94	40	47	1*	–
118	7039	Cloonclare, .	Meenymore, . .	43	39	82	63	50	113	41	55	1	–
119	7091	Drumreilly, .	Gubs and Drumdiffer,	71	42	113	85	64	149	52	35	1	–
120	7093	Do. . .	Slievenakilla, . .	50	42	92	77	64	141	58	70	1	–
121	7128	Kiltoghert, .	Kiltoghert, . .	69	78	147	67	89	156	43	38	1	–
122	7135	Cloone, . .	Drumkeilvy, . .	60	36	96	89	51	140	61	60	1	–
123	7173	Rossinver, .	Rossinver, . .	49	39	88	54	46	100	35	31	1	–
124	7174	Cloonclare, .	Cornaman, . .	59	38	97	69	61	120	55	50	1	–
125	7175	Drumlease, .	Kilcoosy, . .	27	26	53	33	27	[b]60	38	[b]33	1	–
126	7216	Mohill, . .	Mohill, m.	–	–	[d]–	115	–	115	–	56	1*	–
127	7217	Carrigallen, .	Cornaugh, . .	40	30	70	45	38	83	39	35	1	–
128	7271	Annaduff, .	Derrycarne, . .	–	54	54	–	69	69	14	24	–	1
129	7305	Kiltubbrid, .	Rossy, . . .	–	–	[d]–	46	52	98	–	50	–	1
130	7326	Cloone, . .	Drimeen, . .	–	–	[d]–	200	100	300	–	75	1	–
			Total in Leitrim,	6,750	5,599	12,349	7,277	6,709	13,986	4,906	5,622	101	34

COUNTY OF

1	1056	Becan, . .	Brackloon, . .	71	53	124	42	28	70	45	23	1	–
2	1057	Breaghevy, .	Breafy, . . .	59	41	100	46	31	77	24	24	1*	–
3	1058	Castlemore, .	Brusna, . . .	83	60	143	54	36	90	52	26	1*	–
4	1074	Kilcoleman, .	Ballaghaderreen, .	75	–	75	93	–	93	35	45	1	–
5	1077	Killasser, . .	Attymachugh, . .	77	44	121	39	25	64	46	27	1	–
6	1146	Balla, . .	Balla, Ord. Agri. m.	114	–	114	99	–	99	41	46	1*	–
7	1342	Innisboffin, or Ballinakill, .	Boffin's Island, .	44	20	64	78	2	80	25	38	1	–
8	1411	Aglish, . .	Aglish, . . .	61	23	84	67	21	88	37	26	1	–
9	1412	Kilturra, . .	Doocastle m.	106	–	106	56	–	56	23	24	1*	–
10	1613	Killeden. . .	Kiltirnaugh, f.	–	86	86	–	76	76	44	36	–	1
11	1616	Kilcoleman, .	Ballaghfarna, . .	57	33	[b]90	–	–	[e]–	[b]36	–	1	–
12	1670	Burrishoole, .	Newport Pratt, m.	77	–	77	115	–	115	24	36	1	–
13	1671	Do. . .	Trienbeg, . .	28	12	40	49	26	75	10	28	1*	–
14	1672	Do. . .	Kilmore, . .	60	57	117	65	39	104	35	23	1	–
15	1674	Do. . .	Molranny, . .	49	16	[b]65	36	12	[b]48	25	15	1	–
16	1675	Do. . .	Deradda, . .	50	30	80	75	43	118	25	32	1	–
17	1676	Crossboyne, . .	Ballindine, m.	83	–	83	67	–	67	51	44	1	–
18	1677	Ballygovey, .	Cappaduff, Ord. Agri. m.	66	–	66	67	–	[b]67	27	[b]23	1*	–
19	1750	Kilmore Moy, .	Ballina, m.	162	–	162	156	–	156	62	63	1*	–
20	1849	Doonfeeny, .	Purtnahulla, . . .	44	33	77	43	27	70	45	35	1*	–
21	1851	Annagh, . .	Poolcapiel, or Logboy,	94	60	154	54	40	94	77	45	1	–
22	1854	Shrule, . .	Shrule, m.	59	51	110	51	52	103	51	51	1*	–
23	2010	Bohola, . . .	Bohola, . . .	90	40	130	52	24	76	65	25	1	–
24	3030	Kilconduff, .	Swineford, m.	122	–	122	117	–	117	52	58	1*	–

[a] No return for this half-year. [b] Taken from Inspector's report. [c] Residence rent free for teacher.

on the 31st December, 1855.—Province of CONNAUGHT: County of LEITRIM—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
Prob.	R.C.	–	–	–	–	–	1	1	1	0	1	10	0	10	8	4	0	17	0	—			0	17	0		101
3[2]	R.C.	–	–	–	–	–	1	2	16	1	1	17	6	16	0	0	1	11	0	—			1	11	0		102
3[2]	E.C.	–	–	–	–	–	1	2	11	6	1	10	0	16	0	0	—			—			[c]—				103
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	12	10	0	0	10	0	—			0	10	0		104
3	R.C.	–	–	–	–	–	1	2	4	1	1	10	0	16	0	0	3	13	6	—			3	13	6		105
Prob.	R.C.	–	–	–	–	–	1	0	11	0		—		12	10	0	2	10	0	—			2	10	0		106
Prob.	R.C.	–	–	–	–	–	1	1	14	0	1	10	0	13	10	0	2	8	0	—			2	8	0		107
3[1]	R.C.	–	–	–	–	–	1	0	15	2		—		17	0	0	1	14	0	1	10	0	3	4	0		108
3[2]	R.C.	–	–	–	–	–	1	0	7	7		—		14	0	0	1	3	6	—			1	3	6		109
Prob.	R.C.	–	–	–	1	–	2	1	11	0	1	10	0	17	11	8	2	9	7	—			2	9	7		110
3[2]	R.C.	–	–	–	–	–	1	0	15	3	1	10	0	14	0	0	2	14	0	—			2	14	0		111
1[3]	R.C.	–	–	–	–	1	2		—		1	17	6	31	10	0	1	3	0	5	0	0	6	3	0	V.C.	112
Prob.	R.C.	–	–	–	–	–	1		—			—		15	15	0	1	11	1	—			1	11	1		113
3[2]	R.C.	–	–	–	–	–	1	0	18	6		—		16	0	0	1	10	0	—			1	10	0		114
3[1]	R.C.	–	–	–	–	–	1	1	7	8		—		16	0	0	1	10	0	—			1	10	0		115
Prob.	R.C.	–	–	–	–	–	1	1	18	5		—		11	0	0		—		—				—			116
Prob.	R.C.	–	–	–	–	–	1	0	10	3		—		11	15	0	3	14	6	—			3	14	6		117
Prob.	R.C.	–	–	–	–	–	1	2	0	2		—		12	10	0	2	8	6	—			2	8	6		118
Prob.	R.C.	–	–	–	–	–	1	0	13	3		—		12	10	0	5	0	0	—			5	0	0		119
Prob.	R.C.	–	–	1	–	–	2	1	3	6		—		19	3	4	0	19	6	—			0	19	6		120
Prob.	R.C.	–	–	–	–	–	1		—			—		12	10	0	2	13	2	—			2	13	2		121
Prob.	R.C.	–	–	–	–	–	1	2	7	4		—		12	10	0	5	6	0	10	0	0	15	6	0		122
Prob.	R.C.	–	–	–	–	–	1	0	17	4		—		12	10	0		—		—				—			123
3[2]	R.C.	–	–	–	–	–	1	1	2	5		—		13	8	4	1	13	3	—			1	13	3		124
Prob.	R.C.	–	–	–	–	–	1		—			—		13	8	4		—		—				—			125
2[2]	R.C.	–	–	–	–	–	1	2	13	5	5	0	0	20	0	0	1	10	9	—			1	10	9		126
Prob.	R.C.	–	–	–	–	–	1	0	15	9	4	10	0	8	16	8	2	3	0	—			2	3	0		127
2[2]	R.C.	–	–	–	–	–	1	0	7	8		—		24	10	0	0	14	0	—			[c]0	14	0		128
Prob.	R.C.	–	–	–	–	–	1		—		4	0	0	2	0	0	7	0	0	—			7	0	0		129
Prob.	R.C.	–	–	–	–	–	1		—		7	0	0		—		7	10	0	—			7	10	0		130
–	–	–	–	21	7	1	164	147	17	1	108	4	0	2,452	10	0	283	10	10	113	12	6	397	3	4		130

MAYO—195 Schools.

3[2]	R.C.	–	–	–	–	–	1	1	0	2	1	10	0	16	0	0	2	1	3	—			2	1	3		1
3[2]	R.C.	–	–	–	–	–	1	0	11	8	1	10	0	19	0	0	0	15	10	—			0	15	10	V.T.	2
3[1]	R.C.	–	–	–	–	–	1	1	3	8		—		19	0	0		—		[c]—							3
2[1]	R.C.	–	–	–	–	–	1	1	2	0		—		24	0	0	4	0	0	10	0	0	14	0	0		4
3[2]	R.C.	–	–	–	–	–	1	0	4	6	1	10	0	22	0	0	0	12	0	—			0	12	0	V.T.	5
2[1]	R.C.	–	–	–	1	–	2	3	10	0	1	17	6	29	0	0		—		15	0	0	[c]15	0	0	V.T.	6
Prob.	R.C.	–	–	–	–	–	1	0	10	10		—		12	10	0	0	16	5	—			0	16	5	V.T.	7
3[1]	R.C.	–	–	–	–	–	1	0	13	3	1	10	0	19	0	0	3	0	0	—			3	0	0	V.T.	8
2[1]	R.C.	–	–	–	1	–	2	0	17	3		—		31	0	0	2	0	0	—			2	0	0	V.T.	9
3[2]	R.C.	–	–	–	–	1	2	2	7	0		—		21	0	0	2	1	10	—			2	1	10	V.T.	10
Prob.	R.C.	–	–	–	–	–	1	0	11	6	1	10	0	5	10	0	0	6	6	—			0	6	6	V.C.	11
3[1]	R.C.	–	–	–	–	–	1	0	19	3		—		19	0	0	3	5	8	—			3	5	8	A.	12
2[2]	R.C.	–	–	–	–	–	1	0	7	9		—		17	16	8	1	6	4	5	0	0	6	6	4	A.	13
3[1]	R.C.	–	–	–	–	–	1	0	5	6	1	10	0	18	10	0	1	1	6	—			1	1	6	A.	14
Prob.	R.C.	–	–	–	–	–	1	0	9	7	1	10	0	14	10	0		—		—				—		A.	15
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	17	0	0	2	18	8	—			2	18	8	A.	16
3[1]	R.C.	–	–	–	–	–	1		—		1	17	6	9	8	4	10	9	6	—			10	9	6	V.C.	17
3[1]	–	–	–	–	–	–	1		—			—		23	2	0		—		15	0	0	15	0	0	V.T.	18
1[3]	R.C.	1	–	–	1	–	3	5	4	3		—		52	11	8	11	12	6	—			11	12	6		19
3[1]	R.C.	–	–	–	–	–	1	0	12	6		—		19	0	0	1	0	0	—			1	0	0		20
Prob.	R.C.	–	–	–	–	–	1	1	7	4		—		12	10	0	5	3	0	—			5	3	0	V.T.	21
2[2]	R.C.	–	–	–	–	–	1		—			—		22	0	0	8	0	0	6	0	0	14	0	0		22
Prob.	R.C.	–	–	–	–	–	1	1	2	9		—		10	3	4	2	0	0	—			2	0	0		23
1[2]	R.C.	–	–	–	1	–	2	2	12	9		—		37	5	0	4	8	10	—			4	8	10	V.T.	24

[d] Not taken into connexion until after this date.

[e] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. Males.	Females
25	2031	Kilconduff,	Swineford, f.	–	85	85	–	104	104	27	44	–	1*
26	2085	Addeygoole,	Rathkeel,	44	46	90	53	42	95	30	19	1	–
27	2290	Kilbelfad,	Cloghans,	84	76	160	33	39	72	37	30	1	–
28	2307	Achill,	Slievemore,	65	25	90	64	27	91	42	36	1	–
29	2308	Do.	Derreens,	78	38	116	34	17	51	48	25	1	–
30	2309	Do.	Dooega,	32	23	55	22	13	35	19	15	1	–
31	2332	Kilmore,	Largacloy,	29	10	39	62	23	85	37	40	1	–
32	2342	Kilturra,	Doo Castle, f.	–	73	73	–	62	62	21	20	–	1*
33	2393	Kilgavan,	Bonniconlan,	92	74	166	84	63	147	50	26	1*	–
34	2823	Oughaval,	Murrisk, m.	55	–	55	76	–	76	19	20	1	–
35	2824	Do.	Do. f.	–	50	50	–	57	57	15	14	–	1
36	2826	Kilmavee,	Tavrane, m.	83	–	83	51	–	51	28	15	1	–
37	2827	Do.	Do. f.	–	98	98	–	69	69	46	29	–	1*
38	2830	Doonfeeny,	Ballycastle, m.	70	–	70	57	–	57	29	26	1	–
39	2832	Kilbride,	Kilbride,	22	23	45	21	24	45	23	25	1	–
40	2852	Crossmolina,	Crossmolina,	102	–	102	89	–	89	37	31	1	–
41	2871	Kilcommon,	Clontikilly,	44	26	70	46	25	71	31	23	1	–
42	2876	Kilcummin,	Doonadoby,	29	28	57	25	27	[b]52	26	[b]21	–	1
43	2912	Meelick,	Culleens, m.	81	–	81	63	–	63	45	23	1	–
44	2913	Do.	Do. f.	–	44	44	–	54	54	26	19	–	1*
45	3027	Kilmore,	Corclough, No. 2,	44	24	68	53	29	82	[a]50	38	1	–
46	3060	Becan,	Laraganboy,	54	22	76	44	27	71	31	21	1*	–
47	3211	Kilfian,	Kinceen,	44	35	79	33	24	57	29	27	1*	–
48	3212	Do.	Creeves,	35	44	79	22	29	51	29	25	–	1
49	3268	Achill,	Touragee,	38	19	57	29	17	46	13	15	1	–
50	3299	Kilcommon,	Drimagallagh,	53	29	82	55	41	96	27	31	1	–
51	3300	Do.	Shraghnamonragh,	–	–	[c]–	51	34	85	–	28	1	–
52	3335	Kilfian,	Tourahowen,	33	24	57	22	29	51	26	23	1	–
53	3412	Aglish,	Castlebar Gaol,	39	17	56	26	20	46	17	20	1 –	– 1
54	3425	Kilfian,	Ballinkinletra,	45	31	76	47	33	80	26	29	1	–
55	3559	Killala,	Killala,	73	65	138	78	87	165	55	78	1*	–
56	3642	Ardagh,	Knockanello,	47	43	90	43	35	78	31	25	1	–
57	3701	Kilcommon,	Tallagh,	45	22	67	62	24	86	33	33	1	–
58	3702	Toomore,	Foxford, m.	111	–	111	87	–	87	43	25	1*	–
59	3859	Kilmore Moy,	Ballina, Workhouse,	59	98	157	55	57	112	92	104	1	–
60	3905	Burrishoole,	Skirdagh,	45	22	67	38	33	71	25	17	–	1
61	3906	Kilmeena,	Rosduane,	43	21	64	42	36	78	25	28	1	–
62	3944	Kilbeagh,	Cloonfane, m.	160	–	160	170	–	170	56	47	1	–
63	3945	Do.	Do. f.	–	81	81	–	77	77	36	30	–	1*
64	3946	Do.	Barnacoogue, m.	149	–	149	72	–	72	60	24	1*	–
65	3947	Do.	Do. f.	–	108	108	–	60	60	38	23	–	1
66	3952	Kilmavee,	Kilmavee, m.	186	–	186	126	–	126	87	56	1*	–
67	3953	Do.	Do. f.	–	121	121	–	106	106	40	39	–	1
68	3956	Kilcolman,	Ballaghaderreen, f.	–	128	128	15	130	145	59	70	–	1*
69	3968	Kilcoleman,	Mourneen,	90	30	120	32	21	[b]53	39	[b]27	1	–
70	3969	Do.	Cultiboe,	–	–	[c]–	77	–	[b]77	–	[b]45	1*	–
71	4010	Crossmolina,	Richmond, m.	66	–	66	38	–	38	23	6	1	–
72	4011	Do.	Do. f.	–	55	55	–	35	35	19	6	–	1
73	4098	Rathreagh,	Tonroe,	28	28	56	29	22	51	25	26	–	1
74	4107	Turlough,	Plovervale,	56	22	78	51	23	74	34	38	1	–
75	4108	Kilmeena,	Carraholly,	132	94	226	150	101	251	33	50	1	–
76	4110	Achill,	Currane,	53	20	73	51	9	[b]30	24	[b]20	1	–
77	4157	Kilbelfad,	Garracloon,	150	70	220	107	76	183	29	27	1	–
78	4162	Shrule,	Shrule, f	59	51	110	51	52	103	51	51	–	1
79	4176	Crossmolina,	Lodge,	28	27	55	40	22	62	25	24	1	–
80	4222	Ballyovey,	Cappaduff, f.	–	50	50	–	53	[b]53	22	[b]21	–	1*
81	4253	Aglish,	Castlebar, Workhouse,	65	96	161	51	26	77	51	70	1 –	– 1
82	4338	Moygawnagh,	Fairfield,	42	35	77	45	34	79	15	18	1	–
83	4367	Doonfeeny,	Ballycastle, f.	–	46	46	1	54	55	29	22	–	1
84	4393	Do.	Belderrig,	34	11	45	43	16	59	22	13	1	–

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of CONNAUGHT: County of MAYO—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.								School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Assistants Males.	Assistants Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
2[2]	R.C.	–	–	–	–	1	2	3	14	3	—			37	0	0	3	1	0	—			3	1	0	V.T.	25
3[2]	R.C.	–	–	1	–	–	2	1	7	11	1	10	0	24	0	0	—			—			—			V.T.	26
Prob.	R.C.	–	–	–	–	–	1	0	12	0	—			12	10	0	1	3	0	—			[a]1	3	0		27
3[1]	R.C.	–	–	–	1	–	2	1	9	2	1	10	0	20	15	0	—			—			—			A.	28
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	7	10	0	—			—			—			A.	29
Prob.	R.C.	–	–	–	–	–	1	0	7	1	1	10	0	12	10	0	—			—			—			A.	30
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	—			—			—				31
3[1]	R.C.	–	–	–	–	–	1	—			—			17	0	0	—			—			—			V.T.	32
2[1]	R.C.	–	–	1	1	–	3	—			—			36	8	4	0	10	0	—			0	10	0	V.T.	33
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	14	5	0	0	2	3	—			0	2	3	A.	34
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	10	0	0	8	2	—			0	8	2	A.	35
3[1]	R.C.	–	–	–	–	–	1	1	5	2	—			18	3	4	0	8	8	—			0	8	8	V.T.	36
2[1]	R.C.	–	–	–	–	–	1	1	8	1	1	10	0	22	0	0	3	3	1	1	0	0	[a]4	3	1	V.T.	37
3[2]	R.C.	–	–	–	–	–	1	1	7	10	—			16	0	0	2	0	0	—			2	0	0		38
3[2]	R.C.	–	–	–	–	–	1	—			—			14	15	0	—			2	0	0	2	0	0		39
2[2]	R.C.	–	–	–	–	–	1	0	10	0	1	10	0	22	0	0	—			—			—				40
3[2]	R.C.	–	–	–	–	–	1	—			—			17	0	0	—			—			[a]—				41
Prob.	R.C.	–	–	–	–	–	1	0	11	3	—			11	0	0	—			—			—				42
3[2]	R.C.	–	–	–	–	–	1	1	5	8	—			19	13	4	2	7	2	—			2	7	2	V.T.	43
3[2]	R.C.	–	–	–	–	–	1	0	10	4	—			14	0	0	0	17	9	—			0	17	9	V.T.	44
3[2]	R.C.	–	–	1	1	–	3	0	15	0	—			29	3	4	—			—			—			V.C.	45
3[1]	R.C.	–	–	–	–	–	1	0	16	4	1	10	0	19	0	0	0	3	0	—			0	3	0		46
Prob.	R.C.	–	–	–	–	–	1	0	5	6	1	10	0	13	10	0	3	10	4	—			3	10	4		47
Prob.	R.C.	–	–	–	–	–	1	0	5	0	1	10	0	11	0	0	—			—			—				48
3[2]	R.C.	–	–	–	–	–	1	—			—			10	6	8	—			—			—			V.C.	49
Prob.	R.C.	–	–	–	–	–	1	0	12	3	1	10	0	13	10	0	—			—			[a]—			V.C.	50
Prob.	R.C.	–	–	–	–	–	1	—			—			7	18	4	0	6	1	1	0	0	1	6	1	V.C.	51
3[2]	E.C.	–	–	–	–	–	1	0	11	2	1	10	0	16	0	0	1	17	4	—			1	17	4		52
Prob.	E.C. }	–	–	–	–	–	2	0	11	1	—			—			—			—			—				53
Prob.	Diss. }																										
3[2]	R.C.	–	–	–	–	–	1	0	6	6	1	10	0	12	10	0	0	15	0	—			0	15	0		54
2[2]	R.C.	–	–	1	–	–	2	0	14	6	2	5	0	31	2	6	4	6	6	—			4	6	6		55
3[2]	R.C.	–	–	–	–	–	1	0	17	9	1	10	0	16	0	0	0	10	0	—			0	10	0		56
3[2]	R.C.	–	–	–	–	–	1	0	15	5	—			17	0	0	1	12	6	0	10	0	2	2	6		57
1[3]	R.C.	–	–	–	–	–	1	1	17	11	—			28	10	0	3	8	9	—			3	8	9		58
Prob.	R.C.	–	1	–	–	–	2	5	12	11	—			—			—			—			—				59
Prob.	R.C.	–	–	–	–	–	1	0	5	0	1	10	0	11	10	0	1	5	3	—			1	5	3	V.C.	60
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	16	0	0	1	16	3	—			1	16	3	V.C.	61
3[2]	R.C.	–	–	–	–	–	1	2	17	11	—			16	0	0	2	16	6	—			2	16	6	V.C.	62
2[2]	R.C.	–	–	–	–	–	1	1	7	9	—			18	0	0	2	13	8	—			2	13	8	V.C.	63
2[2]	R.C.	–	–	–	–	–	1	1	16	6	1	10	0	19	0	0	1	13	3	—			1	13	3	V.C.	64
3[2]	R.C.	–	–	–	–	–	1	0	11	0	1	10	0	14	0	0	4	1	9	—			[a]4	1	9	V.C.	65
2[1]	R.C.	–	–	–	1	–	2	1	0	0	—			31	0	0	3	7	11	—			3	7	11	V.C.	66
Prob.	R.C.	–	–	–	–	–	1	—			—			10	11	8	—			—			—			V.C.	67
1[2]	R.C.	–	–	–	–	1	2	1	13	2	—			34	15	0	4	10	2	14	0	0	[c]18	10	2	V.C.	68
Prob.	–	–	–	–	–	–	1	0	1	2	2	5	0	10	6	8	—			—			—			V.T.	69
2[2]	R.C.	–	–	–	–	–	1	—			1	10	0	12	5	0	—			—			—			V.T.	70
3[2]	R.C.	–	–	–	–	–	1	0	12	5	1	10	0	16	0	0	—			—			—			V.T.	71
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	—			—			—			V.T.	72
3[1]	R.C.	–	–	–	–	–	1	0	15	0	—			14	0	0	2	17	6	—			2	17	6		73
Prob.	R.C.	–	–	–	–	–	1	0	19	2	—			16	0	0	0	16	0	—			0	16	0	V.T.	74
3[1]	R.C.	–	–	–	–	–	1	2	0	0	1	10	0	19	0	0	—			10	0	0	10	0	0	A.	75
Prob.	R.C.	–	–	–	–	–	1	—			0	19	6	19	0	0	—			—			[a]—			V.T.	76
3[2]	R.C.	–	–	–	–	–	1	1	5	5	—			17	0	0	0	10	0	1	0	0	1	10	0		77
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	4	0	0	—			4	0	0		78
3[2]	R.C.	–	–	–	–	–	1	1	0	6	—			16	0	0	—			—			—				79
3[1]	R.C.	–	–	–	–	–	1	—			—			11	15	0	—			10	0	0	[a]10	0	0	V.T.	80
3[2]	R.C. }	–	–	1	–	–	3	6	14	2	—			—			—			—			—				81
Prob.	E.C. }																										
3[2]	R.C.	–	–	–	–	–	1	0	12	0	1	10	0	16	0	0	0	10	0	—			0	10	0		82
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	1	10	0	—			1	10	0		83
3[2]	R.C.	–	–	–	–	–	1	0	6	3	—			13	10	0	1	10	0	—			1	10	0		84

[c] Closed this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers.	
				Males.	Females	Total.	Males.	Females	Total.			Males.	Females
85	4394	Balla,	Balla, f.	–	85	85	–	76	76	34	29	–	1*
86	4494	Oughaval,	Tiernacroagha,	–	26	26	–	15	15	10	8	–	1
87	4617	Kilgarvan,	Bofield,	83	50	133	63	34	97	47	31	1*	–
88	4631	Burrishoole,	Newport Pratt, i.	–	56	56	–	80	80	20	29	–	1
89	4692	Ballynahaglish,	Carragorra,	44	41	85	28	31	59	32	24	1	–
90	4727	Oughaval,	Westport, Workhouse,	42	65	107	31	57	88	72	70	1*	1*
91	4793	Kilbeagh,	Lowpark, m.	164	–	164	162	–	162	77	76	1*	–
92	4794	Do.	Do. f.	–	111	111	–	87	87	41	31	–	1
93	4795	Aghagower,	Lankill,	30	22	52	30	26	56	22	23	1*	–
94	4796	Oughaval,	Brackloon,	30	34	64	31	31	62	17	21	–	1
95	4797	Do.	Borris,	35	41	76	36	30	66	31	28	–	1
96	4798	Aghagower,	Carrackennedy,	33	16	49	43	24	[b]67	28	52	–	1
97	4828	Crossboyere,	Ballindine, f.	–	61	61	–	79	79	36	36	–	1
98	4854	Oughaval,	Killadangan,	40	20	60	40	35	75	17	22	–	1
99	4855	Do.	Kilsallagh,	30	48	78	32	39	71	20	16	–	1
100	4856	Do.	Kilmore,	31	26	57	20	15	35	14	18	1	–
101	4895	Kilconduff,	Swineford, Workhouse	61	76	137	41	63	104	104	85	–	1
102	4944	Addergoole,	Massbrooke,	56	36	92	28	18	46	44	20	1	–
103	5043	Ballysakeery,	Lisglennon,	28	14	42	22	14	36	18	16	1	–
104	5117	Ballinrobe,	Ballinrobe, Workho.	62	88	150	53	67	120	60	101	1*	1
105	5120	Kilcommon,	Lehinch,	92	37	129	79	38	[b]117	52	47	1*	–
106	5121	Islandeddy,	Clogernagh,[c]	–	–	–	–	–	–	–	–	–	–
107	5122	Kilgeever,	Acconny,	46	40	86	68	59	127	33	60	1	–
108	5123	Do.	Killadoon,[c]	–	–	–	–	–	–	–	–	1	–
109	5125	Ballintubber,	Ballyburke,	55	38	93	43	33	76	47	38	1	–
110	5126	Aghagower,	Derrycroff,[c]	–	–	–	–	–	–	–	–	1	–
111	5128	Kilgeever,	Louisburgh, m.	92	–	92	99	–	99	52	45	1*	–
112	5129	Do.	Do. f.	–	83	83	–	97	97	51	48	–	1*
113	5215	Kilmore Moy,	Ballina (Convent), f.	–	431	431	–	466	466	110	135	–	2
114	5238	Ballynahaglish,	Lisaniskea,	47	48	95	40	36	76	55	34	1	–
115	5239	Do.	Ballymacredmond,	29	34	63	21	21	42	29	19	–	1
116	5472	Shrule,	Kilroe,	57	57	114	55	52	107	55	44	1*	–
117	5476	Killala,	Ross,	20	17	37	51	17	68	34	35	–	1*
118	5672	Lackan,	Carrowmacshane,	29	16	45	31	29	60	22	30	1	–
119	5673	Killasser,	Loobnamock,	75	45	120	68	43	111	46	45	1	–
120	5756	Burriscarra,	Burriscarra, m.	56	–	56	52	–	52	23	26	1*	–
121	5757	Do.	Do. f.	–	53	53	–	47	47	24	22	–	1*
122	5937	Minulla,	Prizon,	35	22	57	39	25	64	25	28	1*	–
123	6047	Ballintubber	Ballintubber,	54	30	84	52	32	84	38	38	1*	–
124	6048	Drum,	Belcarra m.	74	–	74	57	–	57	18	18	1*	–
125	6049	Do.	Do. f.	–	84	84	–	94	94	32	31	–	1*
126	6088	Toomore,	Foxford, f.	–	78	78	–	54	54	30	28	–	1*
127	6099	Crossmolina,	Letterbrick,	87	39	[b]126	53	39	92	[b]26	30	–	1
128	6143	Kilcoleman,	Claremorris, Workho.	94	81	175	67	60	127	115	97	1* –	– 1
129	6182	Killala,	Killala, Workhouse,	28	69	97	–	–	–	77	82	1* –	– 1*
130	6198	Burrishoole,	Newport, Workhouse,	31	56	87	23	47	60	58	54	1 –	– 1
131	6231	Addergoole,	Laherdane, Ord. Agri.	96	51	147	59	46	105	76	45	1	–
132	6247	Oughaval,	Westport, temp. m.	233	–	233	397	–	397	86	135	1	–
133	6291	Ardagh,	Knockanellane,	80	50	130	44	42	86	52	32	1	–
134	6304	Toomore,	Toomore,	123	62	185	84	38	122	55	39	1	–
135	6310	Ballysakeery,	Ballymachola,	40	30	70	45	30	75	33	33	1	–
136	6345	Moygawnagh,	Carn,	38	24	62	38	25	63	22	21	–	1*
137	6416	Ballysakeery,	Carrane, f.	8	11	19	16	16	32	12	14	1	–
138	6431	Kilcommon,	Belmullet, f.	8	100	108	9	96	105	53	48	–	1*
139	6455	Aghagower,	Aghagower,	70	34	104	52	26	78	38	35	1	–
140	6504	Oughaval,	Knappa,	57	32	89	81	54	135	39	53	1	–
141	6563	Drum,	Deerpark,	54	22	76	57	23	80	34	34	1	–
142	6600	Aglish,	Castlebar, m.	175	–	175	186	–	186	95	98	1	–
143	6601	Do.	Do. f.	–	121	121	–	175	175	64	84	–	1*
144	6602	Minulla,	Minulla, f.	–	66	66	–	65	65	24	20	–	1

[a] Residence rent free for teacher.

[b] Taken from Inspector's report.

on the 31st December, 1855.—Province of CONNAUGHT: County of MAYO—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1[2]	R.C.	–	–	–	–	1	2	1	9	2	1	10	0	30	8	4	—			5	0	0	[a]5	0	0	V.T.	85
Prob.	R.C.	–	–	–	–	–	1	0	11	9	—			11	10	0	—			—			—			A.	86
2[2]	R.C.	–	–	–	–	–	1	—			1	10	0	22	0	0	1	0	0	—			1	0	0		87
3[2]	R.C.	–	–	–	–	–	1	0	6	11	1	10	0	12	18	4	1	0	5	—			1	0	5	A.	88
3[2]	R.C.	–	–	–	–	–	1	0	11	10	—			16	0	0	0	11	0	—			0	11	0		89
2[2], 3[1]	R.C.	–	–	–	–	–	2	2	15	11	2	5	0	—			—			—			—				90
2[2]	R.C.	–	–	–	1	–	2	1	12	4	2	0	0	22	6	8	4	12	8	—			4	12	8	v.c.	91
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	2	6	0	—			2	6	0	v.c.	92
3[2]	R.C.	–	–	–	–	–	1	0	12	0	—			16	0	0	1	3	3	—			[a]1	3	3	v.c.	93
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	0	1	0	—			0	1	0	v.c.	94
3[2]	R.C.	–	–	–	–	–	1	—			—			14	0	0	2	4	8	—			2	4	8	v.c.	95
Prob.	R.C.	–	–	–	–	–	1	—			—			11	11	8	0	11	10	—			0	11	10	v.c.	96
3[1]	R.C.	–	–	1	–	–	2	1	0	5	1	10	0	17	5	0	5	14	0	2	0	0	7	14	0	v.c.	97
Prob.	R.C.	–	–	–	–	–	1	—			—			10	5	0	0	11	3	—			0	11	3		98
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	11	0	0	—			—			—			v.c.	99
3[2]	R.C.	–	–	–	–	–	1	0	15	3	1	10	3	5	11	8	0	7	0	—			0	7	0	v.c.	100
Prob.	R.C.	–	–	–	–	–	1	3	14	8	2	12	6	6	0	0	—			—			—				101
3[2]	R.C.	–	–	1	–	–	2	1	8	6	1	10	0	24	0	0	—			—			—				102
3[2]	Pres.	–	–	–	–	–	1	1	18	0	—			12	10	0	—			6	0	0	6	0	0		103
3[1], 3[1]	R.C.	–	–	–	–	–	2	7	7	11	—			2	0	0	—			—			—			v.c.	104
3[1]	R.C.	–	–	–	–	–	1	—			—			13	10	0	—			—			—			v.c.	105
–	–	–	–	–	–	–	–	—			—			—			—			—			—			v.c.	106
Prob.	R.C.	–	–	–	–	–	1	1	11	0	—			11	6	8	4	4	6	—			4	4	6	v.c.	107
3[1]	–	–	–	–	–	–	1	—			—			8	1	8	—			—			—			v.c.	108
3[2]	R.C.	–	–	–	–	–	1	1	9	4	1	10	0	16	0	0	5	1	1	—			5	1	1		109
Prob.	R.C.	–	–	–	–	–	1	—			—			4	11	8	0	10	0	—			0	10	0	v.c.	110
2[1]	R.C.	–	–	–	–	–	1	2	12	11	—			24	0	0	4	4	3	—			[a]4	4	3	v.c.	111
Prob.	R.C.	–	–	–	–	1	2	0	10	8	—			13	10	0	0	5	0	—			[a]0	5	0	v.c.	112
Nuns.	R.C.	–	–	–	–	1	3	3	1	2	—			33	13	4	—			—			—				113
3[2]	R.C.	–	–	–	–	–	1	1	8	10	—			16	0	0	1	5	4	—			[a]1	5	4		114
3[2]	R.C.	–	–	–	–	–	1	1	3	5	—			14	0	0	0	16	0	—			0	16	0		115
2[2]	R.C.	1	–	1	–	–	3	1	0	0	1	17	6	43	10	0	3	0	0	—			3	0	0	v.c.	116
2[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	4	6	0	10	0	1	14	6		117
3[1]	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	19	0	0	4	0	0	—			4	0	0		118
3[2]	R.C.	–	–	–	1	–	2	1	12	5	1	10	0	28	10	0	4	6	0	—			4	6	0		119
3[1]	R.C.	–	–	–	–	–	1	0	15	6	—			22	13	4	8	4	8	2	0	0	[a]10	4	8	v.c.	120
2[2]	R.C.	–	–	–	–	–	1	—			—			18	0	0	2	19	10	2	0	0	[a]4	19	10	v.c.	121
3[2]	R.C.	–	–	–	–	–	1	0	12	2	—			15	0	0	1	11	0	—			1	11	0		122
2[2]	R.C.	–	–	–	–	–	1	1	6	10	—			23	0	0	2	0	0	—			2	0	0		123
1[2]	R.C.	–	–	–	–	–	1	1	19	2	1	10	0	38	10	0	2	4	0	—			2	4	0	v.c.	124
2[2]	R.C.	–	–	–	–	–	1	1	7	9	1	10	0	16	0	0	1	10	4	1	5	0	2	15	4	v.c.	125
2[2]	R.C.	–	–	–	–	–	1	0	10	6	—			16	0	0	1	0	0	—			1	0	0		126
3[2]	R.C.	–	–	–	–	–	1	—			—			12	10	0	0	10	0	1	0	0	1	10	0		127
3[1]	R.C. }	–	–	–	–	–	2	4	1	10	—			—			—			—			—				128
Prob.	R.C. ∫																										
3[2]	R.C. }	–	–	–	–	–	2	3	11	2	—			—			—			—			—				129
3[1]	E.C. ∫																										
Prob.	R.C. }	–	–	–	–	–	2	1	5	0	—			—			—			—			—				130
Prob.	R.C. ∫																										
3[1]	R.C.	1	–	1	–	–	3	1	16	6	—			47	0	0	—			—			—			v.c.	131
2[2]	R.C.	1	–	–	1	–	3	1	17	0	—			40	16	8	7	16	2	—			[a]7	16	2		132
3[2]	R.C.	–	–	1	–	–	2	0	13	4	—			20	10	0	0	18	0	—			0	18	0		133
3[1]	R.C.	–	–	–	–	–	1	1	8	0	—			19	0	0	1	14	0	6	0	0	7	14	0		134
3[2]	R.C.	–	–	–	–	–	1	0	17	9	—			16	0	0	3	14	0	—			3	14	0		135
3[2]	R.C.	–	–	–	–	–	1	0	6	0	—			14	0	0	0	10	0	—			0	10	0		136
3[2]	R.C.	–	–	–	–	–	1	—			—			11	0	0	—			—			—				137
3[2]	R.C.	–	–	–	–	1	2	0	17	9	1	17	6	14	13	4	1	18	0	—			1	18	0		138
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	5	10	0	6	3	6	—			[a]6	3	6		139
2[2]	R.C.	–	–	1	–	–	2	2	0	7	1	10	0	31	0	0	1	9	9	—			1	9	9		140
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	1	8	9	—			[a]1	8	9		141
3[2]	R.C.	1	–	–	–	–	2	2	9	11	2	12	6	26	3	4	8	3	10	—			8	3	10		142
2[1]	R.C.	–	1	–	–	–	2	0	17	4	2	5	0	33	10	0	1	13	2	35	0	0	36	13	2		143
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	13	1	8	0	10	0	—			0	10	0		144

[c] Temporarily closed.

[d] No return of number on rolls for this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855.			No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 30th Sept., 1855.			Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	Average Daily Attendance of Pupils for Half-years ending 30th Sept., 1855.	No. of Principal Teachers. Males.	No. of Principal Teachers. Females.
				Males.	Females	Total.	Males.	Females	Total.				
145	6604	Kilcummin,	Banagher,	42	34	76	41	32	73	27	29	1*	–
146	6605	Ballintubber,	Killivalla, temporary,	77	50	127	43	19	62	48	19	1	–
147	6608	Kilmeena,	Myna,	66	33	99	42	37	[a]79	32	[a]19	–	1
148	6609	Kilmore,	Kilmore Erris,	44	29	73	64	51	115	35	38	1	–
149	6681	Taugheen,	Taugheen,	–	87	[a]87	–	79	79	36	36	–	1*
150	6707	Ballyhean,	Ballyhean,	43	25	68	45	42	87	37	34	1	–
151	6708	Killassen,	Callow,	140	–	140	112	–	112	45	40	1*	–
152	6709	Kilcommon,	Glenamoy,	31	29	60	32	28	60	11	9	1	–
153	6711	Do.	Polatomas,	77	–	77	78	–	78	24	34	1	–
154	6712	Kilmeena,	Fahy,	57	80	137	80	12	[a]92	41	[a]30	1	–
155	6723	Drum,	Clogher, m.	–	–	–	50	–	50	–	29	1	–
156	6724	Do.	Do. f.	–	51	51	–	79	79	31	35	–	1
157	6729	Ballynahaglish,	Rehins,	47	46	93	27	45	72	25	22	–	1
158	6743	Addergoole,	Cloondaff,	59	48	107	99	56	155	34	40	1*	–
159	6744	Do.	Rathbane,	86	42	128	83	31	114	42	30	1	–
160	6747	Ballinrobe,	Ballinrobe,	96	–	[a]96	96	–	[a]96	51	50	1*	–
161	6761	Kilconduff,	Brackloon,	79	30	109	40	30	70	67	25	1*	–
162	6762	Shrule,	Glencorrib, m.	76	–	76	77	–	77	30	31	1	–
163	6763	Do.	Do. f.	–	81	81	–	115	115	31	28	–	1
164	6776	Killassen,	Knocknamonal,	68	41	109	47	31	78	27	13	1	–
165	6794	Oughaval,	St. Patrick's,	63	29	92	69	50	119	27	40	1	–
166	6796	Aghagower,	St. Joseph's,	72	52	124	74	56	130	38	34	1	–
167	6803	Crossmolina,	Crossmolina, f.	–	94	94	–	82	82	40	38	–	1*
168	6804	Killassen,	Knox,	117	72	189	128	69	197	78	57	1*	–
169	6815	Cong,	Cong, m.	104	–	104	81	–	81	46	40	1	–
170	6816	Do.	Do. f.	–	103	103	–	128	128	49	51	–	1*
171	6830	Taugheen,	Ahena, m.	114	–	114	78	–	78	56	38	1	–
172	6843	Kilcommon,	Polatomas, f.	–	60	60	–	75	75	27	30	–	1
173	6862	Turlough,	Oughterard,	60	40	100	35	23	58	31	16	1*	–
174	6863	Achill,	Dooniver,	27	22	49	25	22	47	14	10	1	–
175	6873	Ballyvoey,	St. Peter's, Shragh,	54	22	76	42	14	56	60	24	1	–
176	6926	Straid,	Straid,	43	38	81	28	18	46	35	20	1	–
177	6927	Backs,	Shraheen,	60	42	102	32	32	64	52	29	1	–
178	6940	Moygownagh,	Moygownagh,	34	41	75	24	19	53	27	20	–	1
179	6941	Oughaval,	Letterbruck,	60	40	100	54	38	92	54	36	–	1
180	6942	Lacken,	Carrowmore, Palmer,	30	50	80	29	39	68	34	24	–	1
181	6943	Kilmore, Erris,	Inniskea,	25	30	55	27	42	[a]69	34	32	1	–
182	6944	Kilcommon,	Carratigue,	39	17	56	33	13	[a]46	25	21	1	–
183	6945	Becan,	Becan,	84	30	114	41	17	58	45	20	1	–
184	7015	Kilcoleman,	Claremorris, m.	44	–	44	58	–	58	36	25	1	–
185	7016	Do.	Do. f.	–	55	55	–	87	87	30	40	–	1
186	7017	Kilaser,	Blackpatch,	49	78	127	40	30	70	46	30	–	1
187	7018	Do.	Carramore,	93	68	161	69	48	117	56	34	1*	–
188	7054	Kilmore Moy,	Culleens, No. 2, f.	33	30	63	39	30	69	37	34	–	1
189	7075	Cong,	Cross, m.	148	–	148	149	–	149	79	71	1*	–
190	7076	Do.	Do. f.	–	125	125	–	124	124	71	61	–	1*
191	7077	Ballynahaglish,	Pontoon,	50	44	94	25	38	63	27	17	–	1
192	7176	Lacken,	Rathlacken,	25	35	60	31	35	66	37	30	–	1
193	7218	Killasser,	Callow, f.	–	105	105	–	95	95	57	36	–	1
194	7313	Killala,	Killala, f.	–	–	[c]–	–	87	87	–	46	–	1
195	7327	Kilbeagh,	Roosky,	–	–	–	–	–	[c]–	–	–	1	–
			Total of Mayo,	10,015	7,872	17,887	9,249	7,582	16,831	7,363	6,648	133	67

COUNTY OF

1	1080	Aughrim,	Rodeen,	58	52	110	65	49	114	51	44	1*	–
2	1081	Boyle,	Boyle, m.	182	–	182	196	–	196	75	96	1*	–
3	1082	Do.	Do. f.	–	125	125	–	168	168	50	80	–	1
4	1083	Cam,	Carrick,	49	35	84	41	38	79	22	29	1*	–
5	1085	Kilronan,	Ballyfarnon,	68	–	68	85	–	85	37	40	1	–

[a] Taken from Inspector's report.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of CONNAUGHT: County of MAYO—*continued.*

| Teachers, Assistants, Workmistresses, and Monitors. | | | | | | | | Aid granted during the Year ending the 31st December, 1855. | | | | | | | Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries. | | | | | | | |

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal Teachers	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
6	1086	Kilkeevin,	Arm,	90	40	130	80	33	113	30	44	1*	–
7	1087	Do.	Termon,	33	23	56	45	38	83	26	31	1*	–
8	1344	Dysart,	Ballintleva, m.	55	–	55	55	–	[a]55	21	[a]21	1	–
9	1345	Kiltoom,	Ballyboy, f.	–	70	70	–	76	76	24	22	–	1
10	1524	Dysart,	Ballintleva, f.	–	44	44	–	44	[a]44	20	[a]20	–	1
11	1558	Kiltoom,	Famore,	62	65	127	73	74	147	32	49	1	–
12	1607	Drum,	Cornafulla, Ord. Agri.	84	5	89	86	5	91	46	40	1*	–
13	1681	Lissonuffy,	Carniskagh, m.	77	–	77	67	–	67	27	30	1	–
14	1763	Elphin,	Elphin, m.	64	–	64	89	–	89	28	36	1*	–
15	1850	Killukin,	Cortober, m.	117	–	117	157	–	157	55	73	1*	–
16	1860	Kiltoom,	Barrybeg, m.	72	–	72	60	–	60	27	20	1	–
17	1866	Taghboy,	Ballyforan,	36	34	70	40	29	69	36	32	1*	–
18	2327	Kilcolagh,	Mantua, m.	95	–	95	80	–	80	28	30	1	–
19	2328	Do.	Do. f.	–	88	88	–	96	96	29	45	–	1
20	2427	Kilteean,	Kilteean, m.	83	–	83	85	–	85	38	35	1*	–
21	2494	Killukin,	Cortober, f.	–	45	45	–	90	90	17	39	–	1*
22	2854	Boyle,	Doon, m.	54	–	54	59	–	59	26	27	1*	–
23	2864	Kilronan,	Greaghnafarna,	76	72	148	78	76	154	63	75	1	–
24	2915	Lissonuffy,	Curraghroe, m.	118	–	118	118	–	118	32	32	1*	–
25	2916	Do.	Do. f.	–	97	97	–	82	82	27	31	–	1
26	2967	Boyle,	Kiltycreightan,	45	49	94	61	57	118	45	51	1	–
27	2968	Kilcorkey,	Bellanagare, m.	107	–	107	85	–	85	37	36	1*	–
28	2969	Do.	Do. f.	–	82	82	–	83	83	29	34	–	1
29	2970	Boyle,	Deerpark,	47	55	102	39	53	92	46	46	1	–
30	2971	Do.	Corrigeenroe, m.	59	–	59	53	–	53	24	26	1*	–
31	3008	Do.	Knockarush,	46	27	73	44	31	75	34	34	1*	–
32	3070	Cloonfinlough,	Carrownaskeagh, f.	–	71	71	–	84	84	24	25	–	1
33	3120	Ardcarn,	Crosna, m.	80	–	80	99	–	99	24	39	1*	–
34	3121	Do.	Do. f.	–	90	90	–	107	107	28	49	–	1*
35	3289	Do.	Boyle, P.L.U.	30	55	85	31	37	68	65	68	1	–
												–	1
36	3456	Roscommon,	Roscommon, m.	126	–	126	154	–	154	63	65	1*	–
37	3506	Boyle,	Corrigeenroe, f.	–	88	88	–	97	97	46	31	–	1*
38	3582	Do.	Drum and Erris,	71	25	96	82	47	129	50	64	1*	–
39	3591	Athleague,	Athleague, m.	124	–	124	119	–	119	52	50	1	–
40	3604	Drum,	Cornafulla, f.	–	65	65	–	71	71	20	15	–	1
41	3611	Kilteevan,	Kilteevan, f.	–	81	81	–	99	99	29	30	–	1
42	3695	Elphin,	Elphin, f.	–	57	57	–	103	103	19	35	–	1
43	3878	Roscommon,	Roscommon, P.L.U.	80	170	250	–	–	–	177	169	1*	–
												–	1*
44	3910	Tibohine,	Lisdrumneill,	104	67	171	81	60	141	44	38	1*	–
45	3911	St. John's,	St. John's,	42	43	85	39	45	84	42	35	1	–
46	3961	Tibohine,	Frenchpark,	56	–	56	52	–	52	17	20	1	–
47	3963	Tisrara,	Tessaragh,	69	53	122	58	54	112	47	41	1*	–
48	4099	Kilmeane,	Ballymurry,	35	76	111	12	81	93	30	36	–	1
49	4100	Tibohine,	Loughglynn, Ord. Ag.	148	–	148	115	–	115	57	46	1*	–
50	4101	Killummod,	Finnor,	56	33	89	64	47	111	40	52	1	–
51	4104	Fuerty,	Fuerty,	88	52	140	99	57	156	53	53	1	–
52	4111	Kiltrustan,	Kiltrustan, m.	60	–	60	68	–	68	26	30	1*	–
53	4112	Do.	Do. f.	–	39	39	–	42	42	13	15	–	1*
54	4195	St. Peter's,	Deerpark, m.	125	–	125	143	–	143	40	65	1	–
55	4196	Do.	Do. f.	–	76	76	–	135	135	37	63	–	1
56	4217	Kilcolagh,	Ballinameen,	77	90	167	108	102	210	60	73	1*	–
57	4240	Boyle,	Ballybane,	47	38	85	49	30	79	45	35	1	–
58	4368	Athleague,	Athleague, f.	–	85	85	–	89	89	34	33	–	1*
59	4392	Bomlin,	Strokestown,	64	–	64	81	–	81	35	40	1*	–
60	4409	Boyle,	Doon, f.	–	51	51	–	55	55	19	27	–	1
61	4490	Clonfinlough,	Clonfree, m.	71	–	71	81	–	81	18	31	1*	–
62	4491	Do.	Do. f.	–	64	64	–	45	45	19	20	–	1
63	4519	Kilcolagh,	Knockglas,	80	42	122	68	52	120	67	54	1*	–
64	4603	Kilronan,	Ballyfarnon, f.	–	68	68	–	80	80	23	37	–	1*
65	4604	Do.	Mount Allen,	66	49	115	70	51	121	39	49	1*	–
66	4640	Boyle,	Tevannagh,	35	28	63	25	25	50	32	28	1	–

[a] Taken from Inspector's report.

on the 31st December, 1855.—Province of CONNAUGHT : County of ROSCOMMON—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.							
Teachers.			Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.		Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
1ª	R.C.	–	–	1	–	–	2		1	2	1	–			41	0	0	4	0	0	–			4	0	0		6
3ª	R.C.	–	–	–	–	–	1		–			1	10	0	16	0	0	0	5	0	–			0	5	0		7
3ª	R.C.	–	–	–	–	–	1		–			1	10	0	11	15	0	–			–			–			A.	8
Prob.	R.C.	–	–	–	–	–	1		0	10	6	–			12	15	0	10	0	0	–			10	0	0	V.T.	9
3ª	R.C.	–	–	–	–	–	1		–			1	10	0	10	5	0	–			–			–			A.	10
2ª	R.C.	–	–	–	–	–	1		1	14	10	1	10	0	22	0	0	–			10	0	0	10	0	0	V.T.	11
2ª	R.C.	–	–	–	–	–	1		1	18	8	1	10	0	30	10	0	3	14	11	10	7	6	14	2	5	A.	12
3ª	R.C.	–	–	–	–	–	1		0	5	8	1	10	0	16	0	0	2	15	0	4	10	0	7	5	0	V.T.	13
3ª	R.C.	–	–	–	–	–	1		0	11	3	1	10	0	20	10	0	1	11	8	–			1	11	8	V.T.	14
2ª	R.C.	–	–	–	1	–	2		2	13	1	–			26	10	0	6	13	4	–			6	13	4	V.T.	15
Prob.	R.C.	–	–	–	–	–	1		0	10	7	–			12	10	0	0	10	0	–			0	10	0	V.T.	16
2ª	R.C.	–	–	1	–	–	2		1	5	8	1	10	0	30	0	0	0	9	6	–			0	9	6	V.C.	17
2ª	R.C.	–	–	–	–	–	1		1	0	8	–			22	0	0	3	3	6	–			3	3	6		18
Prob.	R.C.	–	–	–	–	–	1		0	14	1	–			11	0	0	1	9	0	–			1	9	0		19
1ª	R.C.	–	–	–	–	–	1		–			1	17	6	28	10	0	–			0	17	6	0	17	6	V.T.	20
2ª	R.C.	–	–	–	–	–	1		0	19	9	–			16	0	0	1	0	9	–			1	0	9	V.T.	21
2ª	R.C.	–	–	–	–	–	1		0	12	6	1	10	0	24	0	0	2	10	0	–			2	10	0		22
3ª	R.C.	–	–	–	–	–	1		3	7	8	1	17	6	14	1	8	5	0	6	–			5	0	6		23
2ª	R.C.	–	–	–	–	–	1		1	8	3	1	10	0	22	0	0	2	19	0	0	2	0	3	1	0	V.T.	24
Prob.	R.C.	–	–	–	–	–	1		0	15	7	1	10	0	11	0	0	2	3	3	–			2	3	3	V.T.	25
3ª	R.C.	–	–	1	–	–	2		0	10	2	1	10	0	27	0	0	4	0	0	–			4	0	0		26
3ª	R.C.	–	–	–	–	–	1		–			1	10	0	16	0	0	1	18	6	–			1	18	6		27
3ª	R.C.	–	–	–	–	–	1		0	16	7	1	10	0	17	0	0	1	19	6	–			1	19	6		28
3ª	R.C.	–	–	–	–	–	1		0	13	0	1	10	0	16	0	0	3	13	6	–			3	13	6		29
3ª	R.C.	–	–	–	–	–	1		1	2	6	1	10	0	19	0	0	–			–			–				30
3ª	R.C.	–	–	–	–	–	1		–			1	10	0	19	0	0	2	2	0	–			2	2	0		31
3ª	R.C.	–	–	–	–	–	1		0	13	3	–			17	0	0	1	1	0	–			1	1	0	V.T.	32
3ª	R.C.	–	–	–	–	–	1		2	3	3	1	10	0	19	0	0	3	0	0	–			3	0	0		33
3ª	R.C.	–	–	–	–	–	1		1	19	1	1	10	0	20	10	0	2	2	0	–			2	2	0		34
Prob.	R.C. }	–	–	–	–	–	2		2	4	6	1	17	6	–			–			–			–				35
–	Pres }																											
3ª	R.C.	–	–	–	1	–	2		–			1	17	6	16	0	0	4	10	6	–			4	10	6		36
3ª	R.C.	–	–	–	–	–	1		0	9	0	1	10	0	16	0	0	2	0	0	–			2	0	0		37
1ª	R.C.	–	–	–	1	–	2		1	13	8	1	17	6	29	10	0	13	7	9	–			13	7	9		38
3ª	R.C.	–	–	–	1	–	2		1	19	6	1	10	0	21	13	4	4	1	3	–			4	1	3		39
3ª	R.C.	–	–	–	–	–	1		–			1	10	0	15	10	0	2	0	0	–			2	0	0	A.	40
3ª	R.C.	–	–	–	–	–	1		0	12	7	1	10	0	14	0	0	–			–			–				41
3ª	R.C.	–	–	–	–	–	1		0	13	9	1	10	0	15	10	0	3	0	8	–			3	0	8	V.T.	42
3ª	R.C.	–	–	–	–	–	1		–			–			–			–			–			–				43
3ª	R.C. }	–	1	–	–	–	3		3	3	6	–			–			–			–			–				
2ª	R.C. }																											
3ª	R.C.	–	–	1	–	–	2		2	2	1	1	10	0	25	0	0	4	10	6	2	0	0	6	10	6	V.T.	44
3ª	R.C.	–	–	1	–	–	2		–			1	10	0	24	6	8	1	0	0	–			1	0	0	V.T.	45
3ª	R.C.	–	–	–	–	–	1		0	17	2	1	10	0	13	6	8	0	18	0	–			0	18	0	V.T.	46
3ª	R.C.	–	–	1	–	–	2		0	13	6	1	10	0	24	0	0	1	4	9	–			1	4	9	V.T.	47
3ª	R.C.	–	–	–	–	–	1		0	10	6	–			14	13	4	1	4	0	11	10	0	12	14	0		48
3ª	R.C.	–	–	–	1	–	2		1	4	3	–			22	0	0	–			20	0	0	20	0	0		49
3ª	R.C.	–	–	–	–	–	1		1	3	9	–			12	10	0	7	6	0	–			7	6	0		50
3ª	R.C.	–	–	–	–	–	1		0	19	0	–			32	0	0	1	6	0	–			1	6	0		51
2ª	R.C.	–	–	1	–	–	2		0	12	8	–			19	0	0	2	6	6	–			2	6	6	V.C.	52
3ª	R.C.	–	–	–	–	–	1		0	4	6	–			18	10	0	0	6	6	–			0	6	6	V.C.	53
2ª	R.C.	–	–	–	–	–	1		2	16	6	1	17	6	19	6	8	6	2	8	–			6	2	8	V.T.	54
3ª	R.C.	–	–	–	1	–	2		0	10	11	1	17	6	27	10	0	3	10	4	–			3	10	4	V.T.	55
2ª	R.C.	–	–	1	–	–	2		1	15	11	–			30	0	0	3	19	10	–			3	19	10		56
2ª	R.C.	–	–	1	–	–	2		1	10	11	1	10	0	11	11	8	0	10	0	–			0	10	0		57
Prob.	R.C.	–	–	–	–	–	1		1	11	6	1	10	0	14	0	0	1	12	9	–			1	12	9		58
3ª	R.C.	–	–	–	–	–	1		1	10	11	1	10	0	19	0	0	5	13	4	–			5	13	4		59
3ª	R.C.	–	–	–	–	–	1		–			1	10	0	13	10	0	2	0	0	–			2	0	0		60
3ª	R.C.	–	–	–	–	–	1		0	14	2	–			15	10	0	3	12	3	–			3	12	3	V.T.	61
3ª	R.C.	–	–	–	–	–	1		–			–			10	15	0	1	1	6	–			1	1	6	V.T.	62
Prob.	R.C.	–	–	–	–	–	1		1	1	4	1	10	0	19	0	0	3	3	6	–			3	3	6		63
3ª	R.C.	–	–	–	–	–	1		0	10	0	1	10	0	19	10	0	6	2	2	–			6	2	2		64
2ª	R.C.	–	–	–	–	–	1		0	10	6	1	10	0	22	0	0	5	1	11	–			5	1	11		65
2ª	R.C.	–	–	–	–	–	1		1	2	10	1	10	0	12	10	0	–			–			–				66
Prob.	R.C.	–	–	–	–	–	1																					

ª No return of number on rolls for this half-year.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
67	4799	Tibohine, .	Frenchpark, f.	–	44	44	–	57	57	19	22	–	1
68	4800	Termonbarry, .	Roosky, m.	188	–	188	211	–	211	32	31	1*	–
69	4801	Do. . .	Do. f.	–	112	112	–	89	89	41	38	–	1*
70	4933	Kilkevin, . .	Castlereagh, P.L.U.	64	81	145	48	74	122	100	99	1* –	– 1
71	4955	Kilinvry, . .	Knockcroghery, m.	75	–	75	68	–	68	23	30	1	–
72	4956	Do. . .	Do. f.	–	82	82	–	78	78	27	26	–	1
73	5216	Kilmore, . .	Kilmore, . .	52	71	123	59	76	135	59	59	1	–
74	5220	Ardearn, . .	Woodbrook, . .	37	37	74	59	66	125	33	49	–	1
75	5407	Clooncreff, .	Kinard, . . .	72	37	109	51	42	93	31	33	1*	–
76	5524	Tisrara, . .	Mount Talbot, .	39	25	64	47	43	90	36	40	1*	–
77	5611	Killummod, .	Croghan, . .	64	39	103	58	32	90	33	31	1*	–
78	5650	Cloonfinlough, .	Aughnadarry, . .	54	49	103	81	56	137	36	53	1	–
79	5658	Termonbarry, .	Whitehall, f.	74	178	252	95	181	276	46	48	–	1*
80	5733	Tibohine, .	Kingsland, . .	50	51	101	46	42	88	47	38	1	–
81	5783	St. John's, .	Glanduff, Ord. Agri.	94	57	151	71	60	131	68	41	1	–
82	5811	Kilgefin, . .	Ballagh, . . .	127	103	230	130	76	206	95	72	1*	–
83	5843	Taghmaconnell,	Taghmaconnell, m.	73	–	73	68	–	68	32	31	1*	–
84	5844	Elphin, . .	Killynagh, Ord. Agri.	84	–	84	101	–	101	37	40	1*	–
85	5845	Creagh, . .	Creagh, . . .	96	45	141	102	38	140	45	44	1*	–
86	5858	Tumna, . .	Cootehall, m.	79	–	79	105	–	105	52	45	1	–
87	5923	Elphin, . .	Elphin, No. 2, m.	82	–	82	100	–	100	41	48	1*	–
88	5924	Do. . .	Do. No. 2, f.	–	50	50	–	61	61	19	23	–	1
89	5973	Clontukert, .	Ballyleague, . .	71	40	111	66	41	107	41	48	1*	–
90	6100	Kilronan, .	Keadue, m.	112	–	112	121	–	121	56	63	1	–
91	6101	Do. . .	Do. f.	–	100	100	–	121	121	50	58	–	1*
92	6106	Kilbride, . .	Carrownalasson, .	71	62	133	50	54	104	22	20	1	–
93	6122	Bumlin, . .	Strokestown, P.L.U.	79	84	163	47	70	117	108	109	1* –	– 1
94	6158	Kilkeevin, .	Castlereagh, f.	–	90	90	–	105	105	35	37	–	1
95	6271	Ardcarn, . .	Ardeash, . .	40	24	64	43	20	63	33	30	1*	–
96	6298	Kilnamanagh, .	Callow, m.	76	–	76	77	–	77	36	36	1*	–
97	6299	Do. . .	Do. f.	–	72	72	–	75	75	32	30	–	1
98	6344	Fuerty, . .	Castlecoote, f.	–	95	95	18	74	92	41	35	–	1
99	6357	Elphin, . .	Clooncullaan, . .	78	48	126	78	46	124	37	55	1*	–
100	6417	Tumna, . .	Cootehall, f.	–	85	85	–	90	90	32	39	–	1
101	6466	Athleague, .	Scardaun, . .	40	76	116	39	80	119	52	51	–	1
102	6682	Kilronan, .	Greaghacorragh, .	60	39	99	59	38	97	45	47	1*	–
103	6683	Taghmaconnell,	Taghmaconnell, f.	–	39	39	–	53	53	12	21	–	1
104	6777	Kilglass, . .	Knockball, . .	76	52	128	101	66	167	57	70	1*	–
105	6797	Rahara, . .	Rahara, . . .	43	24	67	52	33	85	23	25	1*	–
106	6810	Roscommon, .	Roscommon, Gaol, .	–	–	[b]–	–	–	[b]–	–	–	–	–
107	6908	Bumlin, . .	Strokestown, f.	–	81	81	–	75	75	32	32	–	1*
108	7040	Clooncraff, .	Cuilmore, . .	57	63	120	52	61	113	55	45	1	–
109	7041	Elphin, . .	Flaskagh, . .	10	23	33	28	43	71	27	30	–	1*
110	7055	Drumatemple, .	Drumatemple, f.	–	69	69	–	60	[c]60	26	31	–	1
111	7078	Taghmaconnell,	Castlesampson, .	81	–	81	85	–	85	35	35	1	–
112	7094	Kilronan, .	Cartron, . . .	57	45	102	59	47	106	46	40	1	–
113	7203	Elphin, . .	Killinagh, f.	–	85	85	–	96	96	36	45	–	1
114	7238	Roscommon, .	Roscommon, f.	–	–	[d]–	–	414	414	[d]–	170	–	3
115	7279	Ardearn, . .	Drumchine, . .	–	–	[d]–	63	60	123	[d]–	96	1	–
116	7287	Do. . .	Bridgecarton, m.	–	–	[d]–	120	–	120	[d]–	64	1	–
117	7288	Do. . .	Do. f.	–	–	[d]–	–	82	82	[d]–	36	–	1
118	7292	Kilmaine, .	Ballymurray, m.	–	–	[d]–	83	–	83	[d]–	37	1	–
119	7328	Bumlin, . .	Cordrummon, . .	–	–	–	–	–	[d]–	–	[d]–	1*	–
			Total in Roscommon,	5,866	5,021	10,887	6,361	5,952	12,313	4,417	5,156	79	45

[a] Residence rent free for teacher.

[b] No return.

on the 31st December, 1855.—Province of CONNAUGHT: County of ROSCOMMON—*continued.*

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.									Vested or Non-vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3[2]	R.C.	–	–	–	–	1	2		—			—		23	6	8	0	18	1		—		0	18	1	v.c.	67
2[2]	R.C.	–	–		–	–	1	1	6	10		—		22	0	0	4	1	2		—		4	1	2	v.c.	68
2[2]	R.C.	–	–	–	–	–	1	2	1	2		—		17	0	0	3	18	0		—		3	18	0	v.c.	69
3[2] / –	R.C. / R.C.	–	–	–	–	–	2	3	10	8	2	12	6	—			—			—			—				70
Prob.	R.C.	–	–	–	–	–	1	0	10	3	1	10	0	19	0	0	0	16	0		—		0	16	0	v.c.	71
3[2]	R.C.	–	–	–	–	–	1		—		1	10	0	13	10	0	0	12	10		—		0	12	10	v.c.	72
3[2]	E.C.	–	–	1	–	–	2	1	18	2		—		21	6	8		—			—			—			73
3[2]	R.C.	–	–	–	–	–	1	1	13	3		—		14	6	8	4	3	11		—		[a]4	3	11	v.c.	74
2[2]	R.C.	–	–	–	–	–	1	1	8	5		—		22	0	0	4	0	0		—		4	0	0		75
3[2]	R.C.	–	–	–	–	–	1	0	10	4		—		16	0	0	1	4	9		—		1	4	9		76
3[2]	R.C.	–	–	–	–	–	1	1	9	2		—		15	10	0	1	14	6		—		1	14	6		77
Prob.	R.C.	–	–	–	1	–	2	1	12	2	1	10	0	20	10	0	4	13	3		—		4	13	3	v.c.	78
3[1]	R.C.	–	–	–	–	–	1	1	2	0	1	10	0	14	0	0	1	8	6		—		[a]1	8	6		79
3[2]	R.C.	–	–	1	–	–	2	0	15	2	1	17	6	26	0	0	1	12	6		—		1	12	6		80
3[1]	R.C.	–	–	1	1	–	3	2	13	6	1	17	6	33	6	8	2	6	6	10	0	0	12	6	6		81
2[2]	R.C.	1	–	–	–	–	2	3	4	9		—		34	10	0	5	9	0		—		5	9	0	v.c.	82
3[2]	R.C.	–	–	–	–	–	1	2	5	4	1	10	0	16	0	0	1	5	6		—		1	5	6		83
2[1]	R.C.	–	–	1	–	–	2	3	11	10	2	5	0	31	13	4	6	2	2	20	4	0	[a]26	6	2		84
2[1]	R.C.	–	–	–	1	–	2	1	11	6	1	17	6	27	13	4	9	3	0		—		9	3	0		85
3[2]	R.C.	–	–	–	–	–	1	1	4	9	1	10	0	16	0	0	2	2	3		—		2	2	3		86
2[2]	E.C.	–	–	–	1	–	2	1	18	5	1	10	0	24	0	0	1	10	0	10	0	0	11	10	0		87
Prob.	E.C.	–	–	–	–	–	1	0	15	1	1	10	0	15	0	0		—			—			[a]—			88
2[2]	R.C.	–	–	–	1	–	2	1	18	0	1	10	0	16	6	8	4	3	1		—		4	3	1	v.c.	89
2[1]	R.C.	–	–	–	1	–	2	6	5	0		—		22	3	4	5	0	0	5	0	0	[a]10	0	0		90
2[1]	R.C.	–	–	–	–	1	2		—			—		18	1	8	5	0	0	5	0	0	10	0	0		91
Prob.	R.C.	–	–	–	–	–	1	0	13	4		—		12	10	0	0	17	6		—		0	17	6	v.c.	92
2[2] / 2[2]	R.C.	–	–	–	–	–	2	4	3	10		—		—			—			—			—				93
3[2]	R.C.	–	–	–	–	–	1	0	12	4		—		14	0	0	4	6	8		—		4	6	8		94
3[1]	R.C.	–	–	–	–	–	1	0	10	4		—		19	0	0	1	3	0		—		1	3	0		95
2[2]	R.C.	–	–	–	–	–	1	1	5	4		—		23	10	0	2	9	0		—		2	9	0	v.c.	96
3[2]	R.C.	–	–	–	–	–	1	0	12	3		—		20	10	0	2	10	0		—		2	10	0	v.c.	97
2[2]	R.C.	–	–	–	–	–	1	1	8	3		—		16	0	0	0	6	6		—		[a]0	6	6		98
3[1]	R.C.	–	–	–	–	–	1	0	14	10		—		19	0	0	2	2	6		—		2	2	6		99
3[2]	R.C.	–	–	–	–	–	1	0	10	6		—		13	1	8	2	6	11		—		2	6	11		100
Prob.	R.C.	–	–	–	–	–	1	1	0	7		—		11	0	0	1	17	0		—		1	17	0		101
2[2]	R.C.	–	–	–	–	–	1	1	5	2	1	17	6	16	0	0	4	6	0		—		4	6	0		102
Prob.	R.C.	–	–	–	–	–	1		—			—		24	5	0		—			—			—			103
3[1]	R.C.	–	–	–	–	–	1	1	4	7		—		15	10	0	6	9	4		—		6	9	4		104
3[1]	R.C.	–	–	–	–	–	1	0	17	7		—		23	10	0		—			—			—			105
–	–	–	–	–	–	–	–		—			—			—			—			—			—			106
2[2]	R.C.	–	–	–	–	–	1	0	8	6		—		18	10	0	1	10	8		—		1	10	8		107
3[2]	R.C.	–	–	1	–	–	2	2	0	0		—		15	3	4	4	14	4		—		4	14	4		108
2[2]	R.C.	–	–	–	–	–	1	1	2	3		—		13	18	4	3	0	0	12	0	0	[a]15	0	0		109
3[2]	R.C.	–	–	–	–	–	1	2	0	3	5	0	0	14	15	0		—			—			—			110
Prob.	R.C.	–	–	–	–	–	1		—			—		12	0	10	2	5	0		—		2	5	0		111
Prob.	R.C.	–	–	–	–	–	1	1	2	3		—		12	10	0	4	6	10		—		4	6	10		112
Prob.	R.C.	–	–	–	–	–	1		—		4	10	0	7	13	4	6	3	4	5	0	0	[a]11	3	4		113
Nuns.	R.C.	–	–	–	–	1	4	2	6	0	7	0	0	13	6	8		—			—			—			114
Prob.	R.C.	–	–	–	–	–	1	1	0	3	5	0	0	3	10	0	3	10	0		—		3	10	0		115
Prob.	R.C.	–	–	–	–	–	1	0	16	6	5	0	0	3	10	0	3	0	0		—		3	0	0		116
3[1]	R.C.	–	–	–	–	–	1	0	12	3	5	0	0	3	0	0	0	10	0		—		0	10	0		117
Prob.	R.C.	–	–	–	–	–	1	1	17	3	5	0	0	—			0	13	0		—		0	13	0		118
2[2]	R.C.	–	–	–	–	–	1		—		4	10	0	—			—			—			—				119
–	–	2	2	14	12	3	157	140	12	1	134	0	0	2,120	4	2	308	12	11	128	1	0	436	13	11		119

[c] Taken from Inspector's report.

[d] Not taken into connexion until after this date.

I.—List of Five Thousand One Hundred and Twenty-four Schools

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Principal No.	
				31st March, 1855.			30th Sept., 1855.						
				Males.	Females	Total.	Males.	Females	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females
1	1090	Emlaghfad,	Emlaghnaghten,	83	54	137	58	46	104	64	36	1*	–
2	1092	Kilmacteige,	Largan,	–	–	[a]–	–	–	[a]–	–	–	1	–
3	1093	Do.	Banada,	199	136	335	172	126	298	125	88	1*	–
4	1096	Kilmacallen,	Knockanarrow,	82	55	137	71	55	126	43	40	1	–
5	1097	Do.	Grayforth,	82	47	129	77	51	128	44	50	1*	–
6	1099	Kilcolman,	Monasterredan, m.	117	–	117	119	–	119	50	50	1	–
7	1100	Do.	Do. f.	–	127	127	–	120	120	41	47	–	1
8	1101	Kilmorgan,	Kilmorgan,	46	45	91	52	50	102	40	30	1*	–
9	1102	Kilshalvy,	Killavel,	138	117	255	145	125	270	91	101	1*	–
10	1103	St. John's,	Sligo, m.	109	–	109	304	–	304	80	114	1*	–
11	1213	Kilmactrany,	Geevagh, Ord. Agri. m.	87	–	87	115	–	115	49	51	1*	–
12	1214	Achonry,	Carrowmore, m.	33	44	77	32	56	88	30	35	1	–
13	1347	Ballysadare,	Camphill, m.	128	–	128	122	–	122	56	55	1*	–
14	1349	Kilmacteige,	Kilmacteige,	95	74	169	73	76	149	65	37	1*	–
15	1413	Ballysadare,	Lissaneena, m	68	–	68	69	–	69	23	27	1*	–
16	1414	Aghanagh,	Gortalough,	87	109	196	71	85	156	46	67	1* –	– 1
17	1433	Kilmactrany,	Geevagh, f.	–	119	119	–	122	122	39	48	–	1*
18	1525	Ballysadare,	Camphill, f.	–	61	61	–	77	77	21	28	–	1
19	1526	Do.	Lissaneena, f.	–	78	78	–	69	69	21	25	–	1
20	1682	Easky,	Clooneenmore,	77	70	147	67	64	131	44	52	1*	–
21	1853	Achonry,	Tobercurry, m.	197	–	197	165	–	165	79	71	1*	–
22	2013	Killerry,	Ballintogher m.	142	–	142	121	–	121	56	50	1	–
23	2032	Do.	Do. f.	–	107	107	–	108	108	39	45	–	1
24	2535	Emlaghfad,	Ballymote, f.	9	54	63	21	72	93	32	36	–	1
25	2536	Killaraght,	Cloonloogh,	56	59	115	52	46	98	39	45	1	–
26	2760	Dromard,	Dromard,	33	22	55	55	22	77	28	30	1	–
27	2769	Kilmacshalgan,	Dromore, West,	49	44	93	43	48	91	40	36	1	–
28	2859	Toomour,	Keash,	64	46	110	68	58	126	51	50	1*	–
29	2972	Killaspugbrone,	Grange Ormsby,	58	47	[c]105	57	46	[c]103	47	54	1*	–
30	2994	Skreen,	Ballinlig,	43	28	71	39	31	70	26	34	1*	–
31	2696	Achonry,	Tobercurry, f.	–	170	170	–	172	172	64	75	–	1
32	3122	Kilmactrany,	Highwood,	49	24	73	49	30	79	29	30	1*	–
33	3138	Dromard,	Ballacutranta,	53	28	81	81	55	136	42	55	1	–
34	3301	Ahamlish,	Benbulben, m.	125	–	125	114	–	114	39	37	1*	–
35	3302	Do.	Do. f.	–	211	211	–	208	208	34	33	–	1*
36	3337	Skreen,	Carrowcaslan,	46	44	90	42	39	81	44	44	1	–
37	3339	St. John's,	Sligo, P.L.U.	65	66	131	27	45	72	99	70	1 –	– 1
38	3455	Skreen,	Carrownree,	76	44	120	79	47	126	44	56	1	–
39	3759	Ahamlish,	Grange,	32	23	55	43	38	81	30	29	1	–
40	3767	Emlaghfad,	Ballymote,	92	42	134	107	74	181	54	45	1	–
41	3774	Ahamlish,	Cliffoney, f.	8	123	131	9	130	139	65	64	–	1*
42	3798	Killaspugbrone,	Strandhill,	58	36	94	66	51	117	56	49	1	–
43	3924	Easky,	Owenbeg,	28	19	47	17	20	37	16	15	1	–
44	4105	Skreen,	Skreen,	61	46	107	54	48	102	45	45	1	–
45	4106	Templeboy,	Kilrusheighter,	43	43	86	63	60	123	35	58	1	–
46	4159	Kilfree,	Carn,	69	72	141	60	66	126	32	46	1*	–
47	4160	Do.	Mullaghroe,	96	83	179	88	74	162	61	62	1*	–
48	4161	Do.	Cloonanure,	77	73	150	63	62	125	49	41	1	–
49	4308	Templeboy,	Ballyeeskeen,	36	27	63	36	35	71	23	25	1	–
50	4353	Ahamlish,	Cliffoney, m.	133	–	133	137	–	137	55	55	1	–
51	4486	Achonry,	Achonry, m.	120	–	120	90	–	90	41	37	1*	–
52	4487	Do.	Do. f.	–	75	75	–	80	80	30	27	–	1*
53	4489	Kilmacteige,	Castlerock,	89	82	171	73	63	136	46	45	1*	–
54	4545	Castleconor,	Corbally,	54	62	116	66	61	127	20	31	1	–
55	4618	Ahamlish,	Grellagh,	52	23	75	62	30	92	47	39	1*	–
56	4619	Castleconor,	Stokane,	95	76	171	115	77	192	29	30	1*	–
57	4681	Kilfree,	Kilfree,	66	70	136	61	58	119	50	50	1	–
58	4802	Achonry,	Clooncool, m.	103	–	103	104	–	104	37	34	1*	–
59	4803	Do.	Do. f.	–	101	101	–	97	97	33	39	–	1*

[a] Closed this half-year.

[b] Residence rent free for teacher.

in operation on the 31st December, 1855.—Province of CONNAUGHT.

SLIGO—96 Schools.

Teachers, Assistants, Workmistresses, and Monitors.								Aid granted during the Year ending the 31st December, 1855.							Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Teachers.		Assistants			Monitors.			School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.			Vested or Non-Vested.	Number.
Class.	Religion.	Males.	Females.	Workmistresses and Teachers of Embroidery.	Males.	Females.	Total No. of Teachers, &c.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d		
3[1]	R.C.	–	–	–	–	–	1	2	6	6	—			19	0	0	1	5	0	0	15	0	2	0	0	v.t,b.	1
Prob.	R.C.	–	–	–	–	–	1	—			1	10	0	2	10	0	—			—			—			v.t.	2
2[1]	R.C.	1	–	1	1	–	4	1	12	3	—			45	10	0	1	7	6	—			1	7	6	v.t.	3
3[2]	R.C.	–	–	–	–	–	1	0	13	10	—			16	0	0	1	17	0	—			1	17	0		4
2[1]	R.C.	–	–	–	–	–	1	1	18	9	—			24	0	0	4	8	8	—			4	8	8		5
3[1]	R.C.	–	–	–	1	–	1	2	1	4	—			19	0	0	2	0	0	—			2	0	0		6
2[2]	R.C.	–	–	–	–	1	2	0	10	7	—			26	0	0	1	10	0	—			1	10	0		7
3[1]	R.C.	–	–	–	–	–	1	0	17	11	—			19	0	0	5	6	0	—			5	6	0		8
3[1]	R.C.	–	–	1	–	–	2	3	0	3	—			27	0	0	3	14	9	—			3	14	9	B.	9
1[2]	R.C.	1	–	–	–	–	2	3	17	11	—			26	0	0	4	18	0	—			[b]4	18	0	v.t.	10
1[2]	R.C.	–	–	–	–	–	1	0	13	3	—			43	0	0	3	16	10	8	19	5	[b]12	16	3	v.t.	11
3[2]	R.C.	–	–	–	–	–	1	0	10	6	—			16	0	0	—			2	10	0	[b]2	10	0	v.t.	12
1[3]	R.C.	–	–	–	1	–	2	2	7	7	—			35	10	0	4	2	0	—			4	2	0	v.t.	13
3[1]	R.C.	–	–	1	–	–	2	1	9	9	1	10	0	30	0	0	—			—			—			v.t.	14
3[1]	R.C.	–	–	–	–	–	1	—			—			19	0	0	1	18	3	—			1	18	3		15
3[1]	R.C. }	–	–	..	–	–	2	1	2	0	2	5	0	39	10	0	2	3	6	—			2	3	6	A.	16
2[1]	R.C. }																										
1[3]	R.C.	–	–	–	–	1	2	1	0	3	—			28	16	8	5	12	11	—			[b]5	12	11	v.t.	17
3[2]	R.C.	–	–	–	–	–	1	0	15	0	1	10	0	15	10	0	0	11	0	—			0	11	0	v.t.	18
Prob.	R.C.	–	–	–	–	–	1	0	15	2	—			21	0	0	0	7	6	—			0	7	6		19
3[2]	R.C.	–	–	1	–	–	2	1	7	0	—			24	0	0	1	6	3	—			1	6	3	A.	20
1[3]	R.C.	1	–	–	1	–	3	2	13	0	2	5	0	33	16	8	6	13	3	0	10	0	7	3	3	v.t.	21
2[2]	R.C.	–	–	–	–	–	1	1	8	11	1	17	6	22	0	0	5	13	10	—			5	13	10	A.	22
2[1]	R.C.	–	–	–	–	–	1	0	19	1	1	17	6	19	10	0	3	1	6	—			3	1	6	A.	23
3[1]	R.C.	–	–	–	–	–	1	—			—			17	0	0	2	11	0	—			[b]2	11	0		24
3[2]	R.C.	–	–	–	–	–	1	0	16	10	—			16	0	0	1	4	5	—			1	4	5		25
3[2]	R.C.	–	–	–	–	–	1	0	12	7	—			16	0	0	3	0	0	—			3	0	0		26
3[2]	R.C.	–	–	–	–	–	1	1	1	4	1	17	6	16	0	0	0	12	9	0	8	0	1	0	9		27
1[3]	R.C.	–	–	–	–	–	1	2	18	2	—			30	0	0	7	12	2	10	0	0	17	12	2		28
2[2]	R.C.	–	–	–	–	–	1	0	6	3	1	17	6	22	0	0	3	0	0	—			3	0	0		29
3[1]	R.C.	–	–	–	–	–	1	0	15	3	1	10	0	20	0	0	10	6	6	—			10	6	6		30
3[2]	R.C.	–	–	1	–	–	2	1	4	0	1	17	6	23	10	0	3	1	0	—			3	1	0	v.t.	31
3[2]	R.C.	–	–	–	–	–	1	1	7	7	1	10	0	16	0	0	3	4	1	0	12	6	[b]3	16	7		32
2[1]	R.C.	–	–	–	1	–	2	1	5	3	1	10	0	29	3	4	7	0	0	—			7	0	0		33
1[1]	R.C.	–	–	–	–	–	1	1	15	8	1	10	0	41	0	0	0	1	9	20	0	0	[b]20	1	9	v.t.	34
1[3]	R.C.	–	–	–	–	–	1	0	11	3	1	10	0	21	10	0	—			20	0	0	[b]20	0	0	v.t.	35
2[2]	R.C.	–	–	1	–	–	2	0	15	8	1	10	0	30	0	0	8	2	10	—			8	2	10		36
Prob.	E.C.	1	–	–	–	}	4	7	10	10	3	0	0	—			—			—			—			v.t.	37
Prob.	E.C.	–	1	–	–	}																					
2[3]	R.C.	–	–	–	1	–	2	2	9	10	1	10	0	28	3	4	7	13	1	—			7	13	1		38
3[2]	R.C.	–	–	–	–	–	1	—			—			16	0	0	—			—			—				39
3[2]	R.C.	–	–	–	1	–	2	2	13	7	—			24	10	0	4	19	6	—			4	19	6		40
1[3]	R.C.	–	1	–	–	–	2	0	7	6	—			34	0	0	4	7	9	26	0	0	[b]30	7	9		41
3[2]	R.C.	–	–	–	–	–	1	0	10	2	—			17	0	0	3	2	6	—			3	2	6		42
Prob.	R.C.	–	–	–	–	–	1	0	10	3	2	9	6	17	10	0	0	1	6	—			0	1	6	v.t.	43
3[2]	R.C.	–	–	–	–	–	1	0	11	0	—			16	0	0	5	14	2	—			5	14	2		44
3[1]	R.C.	–	–	1	–	–	2	2	3	3	—			30	0	0	5	14	7	—			5	14	7		45
3[1]	R.C.	–	–	1	–	–	2	1	8	8	—			27	0	0	2	3	0	—			2	3	0		46
3[1]	R.C.	–	–	1	–	–	2	1	17	6	—			27	0	0	1	18	0	—			1	18	0		47
Prob.	R.C.	–	–	1	–	–	2	1	8	11	—			20	10	0	0	15	0	—			0	15	0		48
3[2]	R.C.	–	–	1	–	–	2	—			1	10	0	28	13	4	1	16	0	—			1	16	0		49
3[2]	R.C.	–	–	–	1	–	2	1	6	0	1	10	0	20	8	4	—			21	0	0	[b]21	0	0		50
1[3]	R.C.	–	–	–	–	–	1	1	3	9	1	10	0	28	10	0	5	11	6	—			[b]5	11	6	v.c.	51
3[1]	R.C.	–	–	–	–	–	1	0	10	7	1	10	0	16	0	0	—			—			[b]—			v.c.	52
2[1]	R.C.	–	–	1	1	–	3	1	6	9	1	17	6	33	0	0	1	0	0	—			1	0	0	v.t.	53
3[2]	R.C.	–	–	–	–	–	1	—			1	10	0	19	15	0	—			—			—				54
3[1]	R.C.	–	–	–	–	–	1	—			1	10	0	19	0	0	0	8	10	5	0	0	5	8	10		55
3[1]	R.C.	–	–	–	–	–	1	1	5	6	1	10	0	22	10	0	—			—			—				56
3[2]	R.C.	–	–	1	–	–	2	1	11	3	1	17	6	25	10	0	—			—			—				57
1[3]	R.C.	–	–	–	–	–	1	1	0	0	—			31	10	0	1	10	10	—			1	10	10	v.c.	58
3[2]	R.C.	–	–	–	–	–	1	0	15	10	—			14	0	0	2	10	0	0	10	0	3	0	0	v.c.	59

[c] Taken from Inspector's report.

I.—List of Five Thousand One Hundred and Twenty-four Schools in operation

Number.	Roll Number of School.	Parish.	School.	No. of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females	Total.	30th Sept., 1855. Males.	Females	Total.	Average Daily Attendance of Pupils for Half years ending 31st March, 1855.	30th Sept., 1855.	No. of Principal Teachers. No. Males.	Females
60	4904	Kilmacowen,	Kilmacowen,	48	39	[a]87	53	44	[a]97	57	47	1	–
61	5015	Kilmacshalgan,	Glen Easky,	41	25	66	48	26	74	31	31	1*	–
62	5214	St. John's,	Sligo, i.	26	30	56	37	41	78	32	40	–	1
63	5217	Shancough,	St. James's Well,	64	53	117	64	40	104	40	45	1	–
64	5261	Drumcliff,	Rathcormack,	73	49	122	110	115	225	51	81	1	–
65	5444	Calry,	Edenbaun,	71	24	95	76	27	103	35	43	1*	–
66	5612	Ahamlish,	Mullaghmore,	60	–	60	78	–	78	33	35	1*	–
67	5851	St. John's,	Sligo, f.	–	416	416	–	523	523	129	233	–	3
68	5873	Kilmacallan,	Doongelagh,	68	23	91	69	20	89	40	37	1*	–
69	5925	Kilglass,	Irrishcrone,	38	55	93	57	70	127	59	61	1	–
70	6080	Killoran,	Rockfield,	141	110	251	112	98	210	69	61	1*	–
71	6103	Ahamlish,	Castlegal, f.	22	74	96	32	74	106	42	46	–	1*
72	6159	St. John's,	Ballydoogan,	78	48	126	78	43	121	40	42	1	–
73	6196	Kilmactrany,	Derrynaslieve,	87	50	137	78	47	125	45	43	1	–
74	6197	Kilglass,	Culleens,	50	38	88	42	33	75	24	31	1	–
75	6248	Kilmacallan,	Drumdoney,	23	54	77	33	57	90	30	41	–	1*
76	6249	Ballysumaghan,	Ardleebeg,	37	74	111	36	88	124	41	65	–	1*
77	6250	Ballynakill,	Culfodda,	66	29	95	54	30	84	41	35	1	–
78	6272	Ahamlish,	Ballysconnell,	40	43	83	38	42	80	34	34	–	1*
79	6375	Drumrat,	Rathmullen,	55	43	98	62	43	105	53	52	1*	–
80	6379	Kilmacshalgan,	Lecarrow,	56	54	110	47	42	89	51	39	1	–
81	6385	Kilmactrany,	Kilmactrany, f.	14	57	71	14	56	70	25	26	–	1*
82	6432	Kilvarnet,	Ballynacarrow,	79	94	173	55	69	124	66	41	1*	–
83	6484	Achonry,	Curry,	214	136	350	199	155	354	147	136	1*	–
84	6500	Kilmacshalgan,	Dromore West, P. L. U.	29	26	55	17	15	32	30	30	–	1
85	6566	Killoran,	Cappagh,	44	43	87	59	63	122	30	41	1	–
86	6567	Kilmore Moy,	Corimla,	40	37	77	29	28	57	33	21	–	1
87	6591	Killaraght,	Killaraght,	69	45	114	57	71	128	42	56	1	–
88	6713	Killadoon,	Cloonagh,	34	29	63	39	27	66	27	23	1*	–
89	6805	Achonry,	Tobercurry, P. L. U.	20	38	58	14	21	35	21	29	1	–
90	6831	Kilglass,	Drinaghan,	33	18	51	39	24	63	24	25	1	–
91	6864	Ahamlish,	Mount Temple,	40	22	62	47	29	76	35	36	–	1
92	6896	Kilmore Moy,	Crocketstown, f.	46	57	103	51	70	121	54	50	–	1
93	6928	Kilmacallen,	Annagh, f.	37	53	90	46	51	97	42	44	–	1
94	6946	Drumrat,	Daghloonagh,	19	38	[a]57	33	73	[a]106	[a]21	[a]47	–	1
95	7083	Easky,	Easky, f.	20	42	62	24	47	71	27	30	–	1
96	7251	Cloonogill,	Carrarea,	–	–	[c]–	76	88	164	–	71	1	–
			Total in Sligo,	5,690	5,272	10,962	5,846	5,652	11,498	4,259	4,565	71	29

Summary in Counties, of 723 Schools

Counties.	No. of School.	Number of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females.	Total.	Average Daily Attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	No. of Teachers, tresses, Principal Teachers. Males.	Females.	Assistants. Males.	Females.
Galway,	183	9,611	10,096	19,707	9,660	11,095	20,755	8,863	9,181	113	87	3	4
Leitrim,	130	6,750	5,599	12,349	7,277	6,709	13,986	4,906	5,622	101	34	–	–
Mayo,	195	10,015	7,872	17,887	9,249	7,582	16,831	7,363	6,648	133	67	6	2
Roscommon,	119	5,866	5,021	10,887	6,361	5,952	12,313	4,417	5,156	79	45	2	2
Sligo,	96	5,690	5,272	10,962	5,846	5,652	11,498	4,259	4,565	71	29	4	2
Total,	723	37,932	33,860	71,792	38,393	36,990	75,383	29,808	31,172	497	262	15	10

[a] Taken from Inspector's report.

[b] Residence rent free for teacher.

on the 31st December, 1855.—Province of CONNAUGHT: County of SLIGO—*continued.*

Teachers, Assistants, and Monitors.								Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.						Vested or Non-Vested.	Number.
Teachers.		Assistants		Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.				
Class.	Religion.	Males.	Females.		Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		
3²	R.C.	–	–	–	–	–	1	0	10	4	1	10	0	16	0	0	3	0	0	—			3	0	0		60
3²	R.C.	–	–	–	–	–	1	0	9	10	—			16	0	0	1	7	6	—			1	7	6		61
Prob.	R.C.	–	–	–	–	–	1	0	15	1	—			11	0	0	1	2	5	—			1	2	5	V.T.	62
3²	R.C.	–	–	–	1	–	2	0	13	0	—			17	13	4	4	0	0	0	5	0	4	5	0		63
3¹	R.C.	–	–	–	–	–	1	1	14	11	—			19	0	0	2	5	9	—			2	5	9		64
3¹	R.C.	–	–	–	–	–	1	0	10	0	1	17	6	19	0	0	1	18	0	—			1	18	0		65
2²	R.C.	–	–	–	–	–	1	0	11	5	—			22	0	0	0	3	10	5	0	0	5	3	10		66
Nuns.	R.C.	–	–	–	–	–	3	3	2	4	3	0	0	35	0	0	—			—			—				67
3²	R.C.	–	–	–	–	–	1	1	10	3	1	10	0	16	0	0	3	4	4	—			3	4	4		68
3²	R.C.	–	–	–	–	–	1	2	19	0	1	10	0	16	0	0	12	0	0	—			12	0	0		69
2²	R.C.	–	–	1	–	–	2	2	0	0	—			30	0	0	1	12	6	—			1	12	6		70
2¹	R.C.	–	–	–	–	–	1	0	10	3	—			18	0	0	—			5	0	0	5	0	0		71
3²	R.C.	–	–	–	–	–	1	0	16	8	—			16	0	0	2	7	9	—			2	7	9		72
3¹	R.C.	–	–	–	–	–	1	1	11	6	—			19	0	0	6	19	10	1	10	0	8	9	10		73
3²	R.C.	–	–	1	–	–	2	0	11	3	—			30	6	8	—			—			—				74
3¹	R.C.	–	–	–	–	–	1		—		—			17	0	0	1	2	6	—			1	2	6		75
2²	R.C.	–	–	–	–	–	1	1	1	0	—			18	0	0	1	12	6	—			1	12	6		76
Prob.	R.C.	–	–	–	–	–	1		—		—			12	10	0	1	8	2	—			1	8	2		77
2²	R.C.	–	–	–	–	–	1	0	5	0	—			18	0	0	1	7	5	—			1	7	5		78
3¹	R.C.	–	–	–	–	–	1	2	4	1	—			19	0	0	6	17	6	—			6	17	6		79
2²	R.C.	–	–	1	–	–	2	0	17	8	—			30	0	0	4	11	6	—			4	11	6		80
2²	R.C.	–	–	–	–	–	1	0	10	0	—			18	0	0	1	9	1	—			1	9	1		81
2²	R.C.	–	–	1	–	–	2	1	18	10	1	10	0	28	13	4	—			—			—				82
2¹	R.C.	–	–	1	1	–	3	6	15	3	2	5	0	36	3	4	13	0	0	—			13	0	0		83
Prob.	R.C.	–	–	–	–	–	1		—		1	10	0	—			—			—			—				84
3²	R.C.	–	–	–	–	–	1	1	0	0	1	10	0	16	0	0	—			—			—				85
3¹	R.C.	–	–	–	–	–	1		—		1	10	0	12	3	4	0	10	1	—			0	10	1		86
Prob.	R.C.	–	–	1	–	–	2	1	2	5	1	10	0	20	10	0	1	0	8	—			1	0	8		87
2²	R.C.	–	–	–	–	–	1	0	10	4	—			22	10	0	1	1	6	—			1	1	6		88
Prob.	R.C.	–	–	–	–	–	1	1	11	5	—			—			—			—			—				89
Prob.	R.C.	–	–	–	–	–	1	0	8	0	—			9	0	0	0	8	0	1	0	0	[b]1	8	0		90
3²	R.C.	–	–	–	–	–	1	0	5	10	—			11	0	0	—			—			—				91
3²	R.C.	–	–	–	–	–	1	0	5	0	—			12	0	0	—			—			—				92
3²	R.C.	–	–	–	–	–	1		—		—			17	0	0	2	16	2	—			2	16	2		93
Prob.	R.C.	–	–	–	–	–	1	0	8	0	—			11	0	0	1	0	0	12	0	0	[b]13	0	0		94
3²	R.C.	–	–	–	–	–	1	0	11	0	—			14	0	0	1	5	10	—			1	5	10		95
Prob.	R.C.	–	–	1	–	–	2		—		5	0	0	5	16	8	4	4	7	—			4	4	7		96
–	–	4	2	20	10	2	138	114	1	6	72	14	6	2,035	13	4	244	13	11	140	19	11	385	13	10		96

in operation in the Province of CONNAUGHT.

Assistants, Workmistresses and Monitors.				Aid granted during the Year ending the 31st December, 1855.						Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.								
Workmistresses and Teachers of Embroidery.	Monitors.		Total No. of Teachers, &c.	School Requisites at Reduced Prices.			Free Stock.			Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.			School Fees.			Subscriptions.			Total Amount of Local Contributions.		
	Males.	Females.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
12	10	18	247	212	17	2	213	6	5	3,176	3	9	357	4	9	401	3	8	758	8	5
21	7	1	161	147	17	1	108	4	0	2,452	10	0	283	10	10	113	12	6	397	3	4
14	14	9	245	195	5	8	128	3	9	3,255	4	6	345	19	9	201	5	0	547	4	9
14	12	3	157	140	12	1	134	0	0	2,120	4	2	308	12	11	128	1	0	436	13	11
20	10	2	138	114	1	6	72	14	6	2,035	13	4	244	13	11	140	19	11	385	13	10
81	53	33	951	810	13	6	656	8	8	13,039	15	9	1,540	2	2	985	2	1	2,525	4	3

[b] Not taken into connexion until after this date.

SUMMARY in Provinces of 5,124 Schools

Provinces.	No. of School.	Number of Children on the ROLLS, as returned by the Managers, for the Half-years ending						Average Daily Attendance of Pupils for Half-years ending		No. of Teachers, tresses,			
		31st March, 1855.			30th September, 1855.					Principal Teachers.		Assistants.	
		Males.	Females.	Total.	Males.	Females.	Total.	31st March, 1855.	30th Sept., 1855.	Males.	Females.	Males.	Females.
Ulster, . .	1,882	84,950	60,648	145,598	83,352	66,571	149,923	66,575	68,952	1,494	417	35	31
Munster, .	1,270	71,847	76,310	148,157	80,641	85,769	166,410	67,954	85,311	825	559	115	68
Leinster, .	1,249	65,976	66,784	132,760	70,587	73,602	144,189	56,529	67,053	783	565	56	66
Connaught, .	723	37,932	33,860	71,792	38,393	36,990	75,383	29,808	31,172	497	262	15	10
Total, .	5,124	260,705	237,602	498,307	272,973	262,932	535,905	220,866	252,488	3,599	1803	221	175

II.—LIST OF FORTY-FIVE SCHOOLS, to which the Commissioners made Grants towards Building and Fitting-up, and which were not in operation on the 31st December, 1855, with Summaries in Counties and Provinces.

ULSTER, . . 15 Schools.

COUNTY OF ANTRIM, ... 8 Schools.

Roll No.	Parish.	School.	No. of Schools.	Expected Attendance.			Aid Granted towards Building and Fitting-up.	Amount of Local Contribution towards Building and Fitting-up.	Year of Grant.	Observations.
				Males.	Fem.	Total.	£ s. d.	£ s. d.		
6737	Ballymoney,	Ballymoney, model agricultural, m.	1	123	–	123				
6738	Do. .	Do. f.	2	–	103	103	—	—	1853	Vested.
6739	Do. .	Do. i.	3	40	35	75				
6963	Shankill, .	Belfast, dis. mod., m.	4	400	–	400				
6964	Do. .	Do. f.	5	–	300	300				
6965	Do. .	Do. i.	6	200	100	300	—	—	1854	Vested.
6966	Do. .	Do. maritime,	7	–	–	–				
6967	Do. .	Do. agricultural,	8	260	–	260				
		Total, .	8	1,023	538	1,561	—	—		

COUNTY OF ARMAGH, ... 2 Schools.

7316	Forkill, .	Dromintee, m.	1	100	–	100	196 18 0	98 9 0	1855	
7330	Do. .	Do. f.	2	–	50	50				
		Total, .	2	100	50	150	196 18 0	98 9 0		

COUNTY OF CAVAN, ... Nil.

COUNTY OF DONEGAL, . . . 5 Schools.

4705	Tullaghobegly, .	Dunlewy, mod. ag.	1	100	–	100	—	—	1846	
6368	Conivall, .	Templedouglass, model agricul.,	2	100	80	180	—	—	1854	Vested.
7137	Donoughmore,	Drumavish, .	3	40	40	80	60 0 0	30 0 0	1854	Vested—Grants increased in 1855.
7188	Stranorlar, .	Meencarrigach, .	4	60	40	100	120 0 0	60 0 0	1855	
7189	Moville, Up.,	Tullynavinn, .	5	60	40	100	120 0 0	60 0 0	1855	
		Total, .	5	360	200	560	300 0 0	150 0 0		

in operation on 31st December, 1855.

Assistants, Workmistresses and Monitors.				Aid granted during the Year ending the 31st December, 1855.			Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in Aid of Salaries.		
Workmistresses and Teachers of Embroidery.	Monitors. Males.	Monitors. Females.	Total No. of Teachers, &c.	School Requisites at Reduced Prices.	Free Stock.	Amount paid during the Year to Teachers of all Classes in Salaries, Gratuities, Premiums, &c.	School Fees.	Subscriptions.	Total Amount of Local Contributions.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
106	101	56	2,240	2,480 5 0	1,624 14 6	36,895 13 6	9,519 0 1	3,397 17 10	12,916 17 11
84	109	74	1,834	2,184 19 10	1,489 19 1	26,932 13 3	5,690 13 6	22,50 11 0	7,941 4 6
76	97	80	1,723	1,910 16 10	1,167 0 5	25,570 18 11	5,168 2 2	3,353 7 1	8,521 9 3
81	53	33	951	810 13 6	656 8 8	13,039 15 9	1,540 2 2	985 2 1	2,525 4 3
347	360	243	6,748	7,386 15 2	4,938 2 8	102,439 1 5	21,917 17 11	9,986 18 0	31,904 15 11

II.—List of Forty-five Schools, to which the Commissioners made Grants towards Building and Fitting-up, and which were not in operation on the 31st December, 1855.—Province of Ulster—*continued.*

COUNTY OF DOWN, ... Nil.
COUNTY OF FERMANAGH, . . Nil.
COUNTY OF LONDONDERRY, . . Nil.
COUNTY OF MONAGHAN, . . . Nil.
COUNTY OF TYRONE, ... Nil.

SUMMARY OF ULSTER.

Counties.	No. of Schools.	Expected Attendance. Males.	Females.	Total.	Aid Granted towards Building and Fitting-up.	Amount of Local Contribution towards Building and Fitting-up.
					£ s. d.	£ s. d.
Antrim, . . .	8	1,023	538	1,561	—	—
Armagh, . . .	2	100	50	150	196 18 0	98 9 0
Cavan, . . .	—	—	—	—	—	—
Donegal, . . .	5	360	200	560	300 0 0	150 0 0
Down, . . .	—	—	—	—	—	—
Fermanagh, . .	—	—	—	—	—	—
Londonderry, . .	—	—	—	—	—	—
Monaghan, . . .	—	—	—	—	—	—
Tyrone, . . .	—	—	—	—	—	—
Total, . .	15	1,483	788	2,271	496 18 0	248 9 0

MUNSTER, . . . 10 Schools.

COUNTY OF CLARE, ... 3 Schools.

Roll No.	Parish.	School.	No. of Schools.	Expected Attendance. Males.	Fem.	Total.	Aid Granted towards Building and Fitting-up.	Amount of Local Contribution towards Building and Fitting-up.	Year of Grant.	Observations.
							£ s. d.	£ s. d.		
6961	Tomgraney,	Coologorry, m.	1	100	–	100	240 0 0	120 0 0	1854	Increased in 1855.
7099	Do.	Do. f.	2	–	80	80				
7190	Corron,	Meggah, . .	3	40	20	60	72 0 0	36 0 0	1855	
		Total, .	3	140	100	240	312 0 0	156 0 0		

II.—List of Forty-five Schools, to which the Commissioners made Grants towards Building and Fitting-up, and which were not in operation on the 31st December, 1855.—Province of MUNSTER—*continued.*

COUNTY OF CORK, ... 4 Schools.

Roll No.	Parish.	School.	No. of Schools.	Expected Attendance. Males.	Fem.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.	Year of Grant.	Observations.
6736	St. Finbar's,	Munster, mod.agr.	1	120	100	220	—	—	1853	Vested.
6850	Killeagh, .	Killeagh, m.	2	100	–	100	149 0 0	74 10 0	1853	Vested.
6851	Do. .	Do. f.	3	–	100	100				
7138	Newmarket,	Meelin, . .	4	60	40	100	74 3 4	37 1 8	1854	Vested.
		Total, .	4	280	240	520	223 3 4	111 11 8		

COUNTY OF KERRY, ... Nil.

COUNTY OF LIMERICK, . . . 2 Schools.

7317	Killeedy, .	Glengurt, m.	1	100	–	100	198 6 8	99 3 4	1855	Grant to enclose included.
7329	Do. .	Do. f.	2	–	50	50				
		Total, .	2	100	50	150	198 6 8	99 3 4		

COUNTY OF TIPPERARY, . . . Nil.

COUNTY OF WATERFORD, . . . 1 School.

6720	Dungarvan,	Carriglea, . .	1	60	40	100	74 3 4	37 1 8	1851	Vested.
		Total, .	1	60	40	100	74 3 4	37 1 8		

SUMMARY OF MUNSTER.

Counties.	No. of Schools.	Expected Attendance. Males.	Females.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.
CLARE, ...	3	140	100	240	312 0 0	156 0 0
CORK, ...	4	280	240	520	223 3 4	111 11 8
KERRY, ...	—	—	—	—	—	—
LIMERICK, . . .	2	100	50	150	198 6 8	99 3 4
TIPPERARY, . . .	—	—	—	—	—	—
WATERFORD, . . .	1	60	40	100	74 3 4	37 1 8
TOTAL, . .	10	580	430	1,010	807 13 8	403 16 10

LEINSTER, . . . 5 Schools.

COUNTY OF CARLOW, . . . Nil.

COUNTY OF DUBLIN, . . . Nil.

COUNTY OF KILDARE, . . . Nil.

COUNTY OF KILKENNY, . . . 1 School.

Roll No.	Parish.	School.	No. of Schools.	Expected Attendance. Males.	Fem.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.	Year of Grant.	Observations.
7139	Muckalee, .	Garrygang, .	1	60	40	100	120 0 0	60 0 0	1854	Vested.
		Total, .	1	60	40	100	120 0 0	60 0 0		

II.—List of Forty-five Schools, to which the Commissioners made Grants towards Building and Fitting-up, and which were not in operation on the 31st December, 1855.—Province of LEINSTER—*continued.*

COUNTY OF KING'S, ... 1 School.

Roll No.	Parish.	School.	No. of Schools.	Expected Attendance. Males.	Fem.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.	Year of Grant.	Observations.
7191	Killoughey,	Gortnamona, .	1	40	35	75	90 0 0	45 0 0	1855	
		Total, .	1	40	35	75	90 0 0	45 0 0		

COUNTY OF LONGFORD, . . . Nil.
COUNTY OF LOUTH, . . . Nil.
COUNTY OF MEATH, . . . Nil.
QUEEN'S COUNTY, ... Nil.
COUNTY OF WESTMEATH, . . Nil.

COUNTY OF WEXFORD, . . . 2 Schools.

6959	Chapple, .	Clonroche, m.	1	90	–	90	111 5 0	55 12 6	1854	Vested.
6960	Do. .	Do. f.	2	–	60	60				
		Total, .	2	90	60	150	111 5 0	55 12 6		

COUNTY OF WICKLOW, . . . 1 School.

6990	Rathdrum,	Claravale, . .	1	60	40	100	74 3 4	37 1 8	1854	
		Total, .	1	60	40	100	74 3 4	37 1 8		

SUMMARY OF LEINSTER.

Counties.	No. of Schools.	Expected Attendance. Males.	Females.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.
CARLOW, . . .	—	—	—	—	—	—
DUBLIN, . . .	—	—	—	—	—	—
KILDARE, . . .	—	—	—	—	—	—
KILKENNY, . . .	1	60	40	100	120 0 0	60 0 0
KING'S, . . .	1	40	35	75	90 0 0	45 0 0
LONGFORD, . . .	—	—	—	—	—	—
LOUTH, . . .	—	—	—	—	—	—
MEATH, . . .	—	—	—	—	—	—
QUEEN'S, . . .	—	—	—	—	—	—
WESTMEATH, . . .	—	—	—	—	—	—
WEXFORD, . . .	2	90	60	150	111 5 0	55 12 6
WICKLOW, . . .	1	60	40	100	74 3 4	37 1 8
TOTAL, . .	5	250	175	425	395 8 4	197 14 2

CONNAUGHT, . . . 15 Schools.

COUNTY OF GALWAY, ... 3 Schools.

Roll No.	Parish.	School.	No. of Schools.	Expected Attendance. Males.	Fem.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.	Year of Grant.	Observations.
7192	Killogilleen,	Killogilleen, .	1	60	40	100	120 0 0	60 0 0	1855	
7193	Moyruss, .	Murvey, . .	2	40	35	75	90 0 0	45 0 0	1855	
7194	Ballinakill, L.	Deroober, . .	3	60	40	100	120 0 0	60 0 0	1855	
		Total, .	3	160	115	275	330 0 0	165 0 0		

II.—List of Forty-five Schools, to which the Commissioners made Grants towards Building and Fitting-up, and which were not in operation on the 31st December, 1855.—Province of CONNAUGHT—*continued.*

COUNTY OF LEITRIM, ... Nil.

COUNTY OF MAYO, ... 11 Schools.

Roll No.	Parish.	School.	No. of Schools.	Expected Attendance. Males.	Fem.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.	Year of Grant.	Observations.
6020	Ballintubber,	Killavalla, . .	1	60	40	100	120 0 0	60 0 0	1850	Vested— Grants increased in 1855.
6722	Kilgeever, .	Derryheagh, .	2	60	40	100	120 0 0	60 0 0	1852	Do.
6852	Kilbelfad, .	Garracloon, m.	3	90	–	90	180 0 0	90 0 0	1853	Do.
6853	Do. .	Do. f.	4	–	60	60				
6929	Attymoss, .	Treenlaur, .	5	60	40	100	120 0 0	60 0 0	1853	Grants increased in 1855.
6991	Annagh, .	Ballyhaunis, m.	6	100	–	100	240 0 0	120 0 0	1854	Do.
6992	Do. .	Do. f.	7	–	100	100				
6993	Ballintubber,	Ballintubber, m.	8	90	–	90	180 0 0	90 0 0	1854	Do.
6994	Do. .	Do. f.	9	–	60	60				
7318	Toomare, . .	Moorbrook, m.	10	80	–	80	197 5 0	98 12 6	1855	
7331	Do. .	Do. f.	11	–	70	70				
		Total, .	11	540	410	950	1,157 5 0	578 12 6		

COUNTY OF ROSCOMMON, . . . 1 School.

7195	Moore, .	Mount Welcome,	1	40	35	75	90 0 0	45 0 0	1855	
		Total, .	1	40	35	75	90 0 0	45 0 0		

COUNTY OF SLIGO, ... Nil.

SUMMARY OF CONNAUGHT.

Counties.	No. of Schools.	Expected Attendance. Males.	Females.	Total.	Aid Granted towards Building and Fitting-up. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.
GALWAY, . . .	3	160	115	275	330 0 0	165 0 0
LEITRIM, . . .	—	—	—	—	—	—
MAYO, . . .	11	540	410	950	1,157 5 0	578 12 6
ROSCOMMON, . . .	1	40	35	75	90 0 0	45 0 0
SLIGO, . . .	—	—	—	—	—	—
TOTAL, . .	15	740	560	1,300	1,577 5 0	788 12 6

SUMMARY IN PROVINCES OF THE FOREGOING.

ULSTER, . . .	15	1,483	788	2,271	496 18 0	248 9 0
MUNSTER, . . .	10	580	430	1,010	807 13 8	403 16 10
LEINSTER, . . .	5	250	175	425	395 8 4	197 14 2
CONNAUGHT, . . .	15	740	560	1,300	1,577 5 0	788 12 6
TOTAL, . .	45	3,053	1,953	5,006	3,277 5 0	1,638 12 6

III.—List of Two Hundred and Nine Schools struck off the Roll during the Year 1855, with the reasons assigned.

County.	Parish	Roll Number.	Building Cases.	No.	Operation Schools.	No.	Total No. of Schools struck off.	Number of Children on the Rolls, as returned by the Managers, for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females.	Total.	Average daily attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	Number of Teachers, Assistants, Workmistresses, and Monitors. Principal Teachers. No. Males.	Females.	Class.	Religion.	Assistants. Males.	Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Females.	Total Number of Teachers, &c.	Outstanding Aid Cancelled. Building.	Fitting-up.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices.	Free Stock.	Amount paid during the year to Teachers of all classes in Salaries, Gratuities, Premiums, &c.	Local Contributions, in the way of School Fees and Subscriptions, received by Teachers during the Year in aid of Salaries. School Fees.	Subscriptions.	Total amount of Local Contributions.	Reasons for striking off, and cancelling Grants.
																										£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
ULSTER.	Antrim,	Ballywillan,	2552				Ballywillan,	1	1	36	15	51	27	9	36	19	20	1	.	Prob.	Pres.						1	—	—	0 8 4	—	16 0 0	3 9 0	—	3 9 0	Average too low; house objectionable.
	Ditto,	Shankill,	2563				Malone,	2	2	27	8	35	28	5	33	18	19	1*	.	3[1]	Pres.						1	—	—	0 5 2	—	19 0 0	3 13 4	13 10 0	17 3 4	Average attendance insufficient.
	Ditto,	Armoy,	2888				Mullaghduff,	3	3	34	13	47	33	17	50	11	20	1	.	Prob.	Pres.						1	—	—	—	—	10 18 4	0 6 8	9 5 0	9 11 8	Ditto.
	Ditto,	Kilbride,	3172				Ballybracken,	4	4	.	.	.	.	.	.	.	.	1	.	3[2]	.						1	—	—	—	—	13 3 4	—	—	—	Ditto.
	Ditto,	Finvoy,	3238				Eden,	5	5	.	.	.	.	.	.	.	.	1	.	3[2]	.						1	—	—	—	1 10 0	16 0 0	—	—	—	Ditto.
	Ditto,	Dunluce,	3303				Ballyhorne,	6	6	.	.	.	.	.	.	.	.	1*	.	3[2]	.						1	—	—	0 5 6	—	16 0 0	—	—	—	Grants transferred to Roll No. 6817.
	Ditto,	Portglenone,	4528				Lisnagarrin,	7	7	.	.	.	.	.	.	.	.	.	1	3[2]	.						1	—	—	—	—	11 10 0	—	—	—	House unsuitable, average insufficient.
	Ditto,	Kilwaughter,	4686				Mullaghsandal,	8	8	33	12	45	26	13	39	16	14	1*	.	2[2]	R.C.						1	—	—	—	—	22 0 0	0 9 1	—	0 9 1	Average attendance insufficient.
	Ditto,	Camlin,	4715				Glenavy,	9	9	.	20	29	.	45	45	9	20	.	1	Prob.	.						1	—	—	0 5 4	1 10 0	13 0 0	2 18 8	—	2 18 8	Incorporated with Male School.
	Ditto,	Portglenone,	4889				Connaghtliggan,	10	10	23	20	43	.	.	.	14	18	1	.	Prob.	E.C.						1	—	—	0 5 0	1 10 0	5 6 8	1 10 0	1 7 0	2 17 0	Average attendance insufficient.
	Ditto,	Ballintoy,	5003				Island MacAllen,	11	11	41	9	50	27	43	70	14	20	1	.	Prob.	R.C.						1	—	—	0 10 4	—	12 10 0	1 0 0	9 15 0	10 15 0	Ditto.
	Ditto,	Killead,	5816				Killead,	12	12	50	17	67	57	12	69	13	20	.	1	Prob.	Pres.						1	—	—	—	1 10 0	20 16 8	2 10 0	—	2 10 0	Ditto.
	Ditto,	Glenavy,	5887				Crew,	13	13	18	15	33	28	17	45	21	25	.	1	3[2]	E.C.						1	—	—	1 4 3	1 10 0	11 5 0	2 12 9	—	2 12 9	Ditto.
	Ditto,	Shankill,	5951				Gloucester-street,	14	14	33	29	62	32	36	68	21	23	.	1*	2[1]	Pres.						1	—	—	0 11 2	—	19 10 0	15 0 0	16 0 0	31 0 0	House unsuitable.
	Ditto,	Dunluce,	6235				Ballymagarry,	15	15	23	12	35	25	18	43	16	20	1	.	Prob.	Pres.						1	—	—	0 12 9	—	12 10 0	2 17 6	—	2 17 6	Average too low; teacher inefficient; house not in proper repair.
	Ditto,	Ahoghill,	6751				Ahoghill, No. 2,	16	16	.	.	.	34	44	78	24	29	.	.	.	.						.	—	—	—	—	2 10 0	—	12 0 0	12 0 0	Change of teachers not sanctioned.
	Ditto,	Craigs,	7136	Tullygrawley,		1		17	.	.	.	.	.	.	.	.	.	.	.	.	.						.	50 0 0	5 12 6	—	—	—	—	—	—	Grantor declining to execute lease.
	Armagh,	Ballymore,	107				Poyntzpass,	17	18	17	18	35	62	38	100	15	39	1	.	Prob.	R.C.						1	—	—	—	—	12 15 0	7 10 0	2 0 0	9 10 0	School being altogether unsuccessful.
	Ditto,	Armagh,	3498				Ballinahone,	18	19	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	—	—	—	—	School not being required in locality.
	Ditto,	Forkhill,	3673				Dromintee,	19	20	136	65	201	100	19	119	65	61	.	.	.	R.C.			1			1	—	—	0 10 4	—	8 0 0	1 0 0	—	1 0 0	Dismissed teacher in charge of School.
	Ditto,	Tartaraghan,	5133				Derrylara,	20	21	.	.	.	.	.	.	.	.	1*	.	3[1]	.						1	—	—	—	—	—	—	—	—	Permanently closed.
	Cavan,	Kildrumsherdan,	3851				Teevenenass,	21	22	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	0 18 4	—	—	—	Ditto.
	Ditto,	Drung,	6115				Lisbofuff,	22	23	46	50	96	27	27	54	34	38	1	.	Prob.	R.C.						1	—	—	—	—	6 13 4	5 10 0	—	5 10 0	House unsuitable.
	Ditto,	Ditto,	4028		male		Ditto,	23	24	.	58	58	.	.	.	20	.	.	1*	3[1]	R.C.						1	—	—	—	—	7 10 0	—	—	—	Ditto.
	Ditto,	Drumgoon,	4143		female		Lateloo,	24	25	26	12	38	35	15	50	15	34	1	.	3[2]	R.C.						1	—	—	0 5 7	1 10 0	16 0 0	1 18 5	—	1 18 5	Average attendance insufficient, and School not wanted in locality.
	Ditto,	Knockbride,	4200		male		Ardmoan,	25	26	39	.	39	.	.	.	34	.	1	.	3[1]	Pres.						1	—	—	—	—	15 13 4	4 0 0	—	4 0 0	House unsuitable; average attendance insufficient.
	Ditto,	Ditto,	5578				Pottlebrack,	26	27	45	58	103	.	.	.	25	.	.	.	.	.						.	—	—	0 5 3	—	2 10 0	—	—	—	Permanently closed.
	Donegal,	Raymonterdoney,	2145				Dunmore,	27	28	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	1 5 0	—	—	—	Ditto.
	Ditto,	Burt,	2661				Bonemaine,	28	29	25	7	32	33	7	40	20	20	1	.	Prob.	.						1	—	—	2 14 4	—	11 0 0	3 7 4	—	3 7 4	Attendance insufficient.
	Ditto,	Moville, Upper,	2677				Clare,	29	30	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	1 10 0	—	—	—	Ditto.
	Ditto,	Inniskeel,	2893				Leckonel,	30	31	28	14	42	29	12	41	22	11	1	.	3[1]	R.C.						1	—	—	—	—	12 10 0	—	5 0 0	5 0 0	School worthless.
	Ditto,	Cloncha,	2987				Tully, No. 2,	31	32	123	.	123	.	.	.	44	.	1*	.	3[1]	.			1			2	—	—	0 11 9	—	13 0 0	0 5 2	—	0 5 2	House unsuitable and teacher inefficient.
	Ditto,	Burt,	3018				Burt, No. 2,	32	33	16	15	31	16	21	37	21	19	1	.	Prob.	E.C.						1	—	—	0 14 1	1 10 0	9 0 0	5 9 7	2 0 0	7 9 7	Average attendance insufficient; house unsuitable; and teacher incompetent.
	Ditto,	Cloncha,	3031				Goorey,	33	34	28	28	56	22	24	46	24	8	.	1	2[2]	Pres.						1	—	—	0 4 9	1 10 0	18 0 0	0 0 7	0 4 0	0 4 7	Average attendance insufficient.
	Ditto,	Clondahorkey,	3617				Tierlynn,	34	35	.	.	.	.	.	.	.	.	1	.	Prob.	R.C.						1	—	—	—	—	10 3 4	—	—	—	Permanently closed.
	Ditto,	Killaghtee,	4282				Ballyotherland,	35	36	50	40	90	46	32	78	43	23	1	.	Prob.	.						1	—	—	—	1 10 0	15 10 0	—	—	—	House unsuitable.
	Ditto,	Drumholm,	4360				Bradley,	36	37	30	8	38	21	10	31	21	23	1*	.	3[2]	R.C.						1	—	—	—	1 10 0	16 0 0	2 2 6	—	2 2 6	Average attendance insufficient; teacher inefficient; house unsuitable.
	Ditto,	Conwall,	4655				Kirkmeedy,	37	38	44	30	74	45	45	90	18	21	.	1*	2[2]	R.C.						1	—	—	—	—	19 0 0	1 16 0	—	1 16 0	Average attendance insufficient.
	Ditto,	Inniskeel,	4950				Glenties,	38	39	33	38	71	.	.	.	29	31	.	.	.	.						.	—	—	—	—	—	—	—	—	Permanently closed.
	Ditto,	Meevagh,	5242				Carrigart,	39	40	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	0 16 8	0 17 0	—	0 17 0	Ditto.
	Ditto,	Kilbarrow,	5360				Doobally,	40	41	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	—	—	—	—	Ditto.
	Ditto,	Ditto,	5721				Carricknahorna,	41	42	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	—	—	—	—	Ditto.
	Ditto,	Donoughmore,	5889				Meenglass,	42	43	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	—	—	—	—	Withdrawn.
	Ditto,	Culduff,	6082				Carthage,	43	44	51	40	91	20	25	45	41	28	1*	.	3	.						1	—	—	—	—	16 0 0	1 15 8	—	1 15 8	House unsuitable.
	Ditto,	Killaghtee,	6107				Killulton,	44	45	37	22	59	37	21	58	43	31	1*	.	3[2]	.						1	—	—	1 1 6	1 10 0	16 0 0	7 0 7	—	7 0 7	Ditto.
	Ditto,	Conwall,	6148				Carnamuggah,	45	46	.	.	.	.	.	.	.	.	1	.	Prob.	E.C.						1	—	—	—	—	12 1 8	—	—	—	Average attendance insufficient.
	Ditto,	Burt,	6326				Burt, No. 1,	46	47	.	38	38	.	43	43	15	20	.	1*	3[1]	R.C.						1	—	—	0 16 10	—	16 0 0	2 10 0	—	2 10 0	Ditto.
	Ditto,	Clondavaddock,	7108	Tyrladen,		2		48	.	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	—	—	—	—	Manager not having availed himself of grants.
	Down,	Bangor,	188				Crawfordsburn,	47	49	.	.	.	.	.	.	.	.	.	.	.	.						.	—	—	—	—	—	—	—	—	Permanently closed.
	Ditto,	Tyrella,	261				Ballykinlor,	48	50	41	27	68	20	26	46	22	14	1	.	3[2]	R.C.						1	—	—	0 14 4	—	16 0 0	1 14 11	—	1 14 11	Average attendance insufficient.
	Ditto,	Kilmood,	2584				Craigs,	49	51	27	13	40	20	15	35	24	20	1	.	Prob.	.						1	—	—	0 15 1	—	10 3 4	1 6 9	—	1 6 9	House unsuitable.
	Ditto,	Comber,	2934				Ringcreevy,	50	52	.	.	.	.	.	.	.	.	1	.	Prob.	.						1	—	—	—	—	19 3 4	—	—	—	Ditto.
	Ditto,	Hollywood,	3170				Knocknagoney,	51	53	.	.	.	.	.	.	.	.	1*	.	2[1]	.						1	—	—	1 4 3	1 10 0	16 1 8	—	—	—	Average attendance insufficient.
	Ditto,																																		Ditto.

[*continued.*

III.—List of Two Hundred and Nine Schools struck off the Roll during the Year 1855, with the reasons assigned—*continued.*

County.	Parish.	Roll Number.	Building Cases.	No.	Operation Schools.	No.	Total No. of Schools struck off.	Number of Children on the Rolls, as returned by the Managers for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females.	Total.	Average daily attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	Number of Teachers, Assistants, Workmistresses, and Monitors. Principal Teachers. No. Males.	Females.	Class.	Religion.	Assistants. Males.	Females.	Workmistresses and Teachers of Embroidery.	Monitors. Males.	Females.	Total Number of Teachers, &c.	Outstanding Aid Cancelled. Building.	Fitting-up.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices.	Free Stock.	Amount paid during the year to Teachers of all classes in Salaries, Gratuities, Premiums, &c.	Local Contributions, in the way of School Fees and Subscriptions, received by Teachers during the Year in aid of Salaries. School Fees.	Subscriptions.	Total amount of Local Contributions.	Reasons for striking off, and cancelling Grants.
																										£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Ulster—*continued.*																																			
Down—*continued,*	Comber,	3394			Mill-street (Comber),	52	54	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	Permanently closed.
Ditto,	Ardquin,	3654			Ballyridley,	53	55	.	.	.	.	.	.	.	.	1	.	Prob.	.	.	.	.	.	1	—	—	—	—	—	—	House unsuitable.
Ditto,	Ballywalter,	5245			Ballywalter,	54	56	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	Permanently closed.
Ditto,	Dromore,	5360			Edentrillick,	55	57	26	22	48	22	16	38	14	24	1	.	Prob.	Pres.	.	.	.	.	1	—	—	—	1 8 0	—	—	—	—	Average attendance insufficient.
Ditto,	Knockbreda,	6053			Ballynafoy,	56	58	.	.	.	.	.	.	.	.	1	.	Prob.	Pres.	.	.	.	.	1	—	—	—	—	—	12 10 0	—	—	—	Permanently closed.
Ditto,	Ardkeen,	6140			Ardkeen,	57	59	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	11 11 8	6 10 0	—	6 10 0	Permanently closed.
Ditto,	Aghaderg,	7145			Glascar,	58	60	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	5 10 0	—	—	—	Ditto.
Fermanagh,	Galloon,	3315			Tattycarn,	59	61	15	20	44	17	35	52	15	18	1*	.	2	E.C.	.	.	.	.	1	—	—	—	—	—	—	—	—	—	Withdrawn.
Ditto,	Ditto,	4311			Manorwaterhouse,	60	62	.	59	59	.	56	56	16	21	.	1*	3	R.C.	.	.	.	.	1	—	—	—	—	—	21 0 0	1 12 9	—	1 12 9	Average attendance insufficient.
Ditto,	Cleenish, East,	4045			Cleenish Island,	61	63	14	11	25	13	10	23	13	18	1	.	3	R.C.	.	.	.	.	1	—	—	—	—	—	13 10 0	1 4 6	—	1 4 6	Ditto.
Ditto,	Enniskillen, or Tempo,	4238			Killaculla,	62	64	19	13	32	21	15	36	15	16	1	.	3	R.C.	.	.	.	.	1	—	—	—	—	—	—	—	0 5 0	0 5 0	Ditto.
Ditto,	Kinawley,	6443			Cornacreigh,	63	65	.	.	.	64	36	100	.	61	.	.	.	.	.	.	.	.	.	—	—	—	—	—	15 5 10	—	—	—	Ditto.
Londonderry,	Coleraine,	304			Gateside,	64	66	29	14	43	26	18	44	17	10	1*	.	3	Pres.	.	.	.	.	1	—	—	—	—	—	16 0 0	2 11 6	—	2 11 6	Ditto, and house unsuitable.
Ditto,	Faughanvale,	313			Lower Campsey,	65	67	21	33	54	36	33	69	14	21	1	.	3	R.C.	.	.	.	.	1	—	—	—	—	—	2 15 0	3 4 0	—	3 4 0	Dismissed teacher holds possession of School.
Ditto,	Maghera,	2604			Milltown,	66	68	34	15	49	33	17	50	20	23	1*	.	3	Pres.	.	.	.	.	1	—	—	—	—	—	20 10 0	2 0 0	—	2 0 0	Average attendance insufficient, and house unsuitable.
Ditto,	Faughanbridge,	2526	female		Faughanbridge,	67	69	16	33	49	10	39	58	25	35	.	1	2	Pres.	.	.	.	.	1	—	—	—	—	—	24 0 0	3 8 8	—	3 8 8	Average attendance insufficient.
Ditto,	Templemore,	3384			Ballyonghry,	68	70	23	13	36	26	20	46	20	19	1	.	3	Pres.	.	.	.	.	1	—	—	—	—	—	24 0 0	3 1 4	—	3 1 4	Ditto.
Ditto,	Cumber, Upper,	4484			Craigs,	69	71	.	.	.	.	.	.	.	.	1*	.	3	Pres.	.	.	.	.	1	—	—	—	—	—	8 0 0	8 0 0	—	8 0 0	Dismissed teacher holds possession of School.
Ditto,	Glendermott,	5138			Ardkill,	70	72	26	13	39	.	.	.	.	.	1*	.	2	Pres.	.	.	.	.	1	—	—	0 16 3	1 10 0	—	28 0 0	0 17 0	26 0 0	26 17 0	Average attendance insufficient.
Ditto,	Templemore,	3384			Ballyonghry,	71	73	44	30	74	50	25	75	19	19	1*	.	2	Pres.	.	.	.	.	1	—	—	0 7 0	—	—	15 13 4	—	—	—	House unsuitable.
Ditto,	Cumber, Upper,	4484			Craigs,	70	72	26	13	39	.	.	.	28	.	1	.	3	Pres.	.	.	.	.	1	—	—	—	—	—	13 3 4	1 18 8	—	1 18 8	Ditto.
Ditto,	Glendermott,	5138			Ardkill,	71	73	44	30	74	50	25	75	19	19	1*	.	2	R.C.	.	.	.	.	1	—	—	0 10 2	—	—	24 0 0	1 8 3	—	1 8 3	Average attendance insufficient, and locality well supplied with schools.
Monaghan,	Aughabog,	332			Lismagonway,	72	74	70	45	115	69	52	121	28	35	1	.	3	R.C.	.	.	.	.	1	—	—	1 0 3	—	—	19 0 0	2 11 9	—	2 11 9	House unsuitable.
Ditto,	Monaghan,	302			Aughmaglough,	73	75	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	1 7 1	—	—	—	—	—	—	Permanently closed.
Ditto,	Clones,	3681	Workhouse,		Clones,	74	76	45	31	76	36	21	57	25	19	1	.	3	R.C.	.	.	.	.	1	—	—	0 6 5	—	—	16 0 0	1 10 0	—	1 10 0	Average attendance insufficient.
Ditto,	Muckno,	3766			Errerow,	75	77	18	10	28	.	.	.	6	.	.	1	3	Pres.	.	.	.	.	1	—	—	—	—	—	12 5 0	1 15 0	—	1 15 0	Ditto.
Ditto,	Killeevan	4035			Killygorman,	76	78	.	.	.	.	.	.	.	.	1	.	3	R.C.	.	.	.	.	1	—	—	0 6 2	—	—	8 5 0	—	—	—	Attendance insufficient, and locality well supplied with schools.
Ditto,	Ditto,	5765			Cohen,	77	79	34	42	76	30	35	65	31	28	1	.	Prob.	R.C.	.	.	.	.	1	—	—	—	—	—	12 10 0	—	—	—	Average attendance insufficient, and teacher incompetent.
Tyrone,	Magheracross,	286			Rosscor,	78	80	.	.	.	.	.	.	.	.	1	.	3	R.C.	.	.	.	.	1	—	—	—	—	—	19 0 0	—	—	—	House unsuitable.
Ditto,	Ardstraw,	374			Gallon,	79	81	44	.	44	.	.	.	20	.	1*	.	2	R.C.	.	.	.	.	1	—	—	—	—	—	12 16 8	—	—	—	Permanently closed.
Ditto,	Termonamongan,	435			Lisnacloon,	80	82	15	11	26	12	10	22	20	19	1	.	Prob.	.	.	.	.	.	1	—	—	—	—	—	8 5 0	3 3 0	—	3 3 0	Average attendance insufficient, and house unsuitable.
Ditto,	Kildress,	2528			Gortnagross,	81	83	24	15	39	20	14	34	22	16	1	.	3	R.C.	.	.	.	.	1	—	—	—	—	—	13 3 4	—	—	—	Ditto, ditto.
Ditto,	Dromore,	3452			Litteree,	82	84	.	.	.	.	.	.	.	.	1	.	Prob.	.	.	.	.	.	1	—	—	—	—	—	22 10 0	—	—	—	Average attendance insufficient.
Ditto,	Barr,	3493			Ballyard,	83	85	.	.	.	.	.	.	.	.	1	.	Prob.	.	.	.	.	.	1	—	—	0 13 2	—	—	11 13 4	—	—	—	Ditto, and house unsuitable.
Ditto,	Longfield, East,	3541			Carrickamullkin,	84	86	.	.	.	20	.	20	12	1	.	.	Prob.	Pres.	.	.	.	.	1	—	—	0 10 1	—	—	5 11 8	—	—	—	Ditto, and teacher incompetent.
Ditto,	Clogher,	3578	male		Findermore,	85	87	35	24	59	34	24	58	29	26	1*	.	2	R.C.	.	.	.	.	1	—	—	0 14 6	—	—	22 0 0	3 0 0	—	3 0 0	House unsuitable, and furniture insufficient.
Ditto,	Dromore,	3753			Belleisle,	86	88	11	39	50	10	40	50	35	25	.	1*	2	R.C.	.	.	.	.	1	—	—	0 5 0	—	—	18 0 0	4 0 0	—	4 0 0	Ditto, and teacher negligent and inefficient.
Ditto,	Termonmaquirk,	3803	female		Rathmackin,	87	89	24	49	73	27	57	84	40	39	.	1	2	Pres.	.	.	.	.	1	—	—	—	—	—	21 0 0	6 11 11	—	6 11 11	House unsuitable.
Ditto,	Longfield, West,	3838	female		Mount Pleasant,	88	90	.	.	.	.	.	.	15	.	.	1	Prob.	Pres.	.	.	.	.	1	—	—	—	—	—	5 0 0	3 0 0	—	3 0 0	Average attendance insufficient.
Ditto,	Ardstraw,	4400			Drumilegah,	89	91	8	20	28	7	18	25	18	17	.	1*	3	Pres.	.	.	.	.	1	—	—	1 10 0	—	—	16 0 0	—	—	—	Ditto.
Ditto,	Dromore,	4598			Drumsheal,	90	92	.	.	.	.	.	.	.	.	1	.	3	.	.	.	.	.	1	—	—	—	—	—	12 10 0	—	—	—	Permanently closed, and school not wanted in locality.
Ditto,	Clogherney,	4697			Tattykeeran,	91	93	27	38	65	28	39	67	33	32	.	1	3	R.C.	.	.	.	.	1	—	—	—	—	—	13 3 4	5 6 4	—	5 6 4	House unsuitable.
Ditto,	Termonmaquirk,	4710	female		Eskerboy,	92	94	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	Manager wishing to devote to other than school purposes.
Ditto,	Clogher,	5047	female		Eskra,	93	95	24	36	60	27	37	64	27	25	.	1	Prob.	R.C.	.	.	.	.	1	—	—	—	—	—	11 0 0	3 0 0	8 10 0	11 10 0	House unsuitable.
Ditto,	Dromore,	5454			Corbally,	94	96	.	.	.	.	.	.	.	.	1	.	3	.	.	.	.	.	1	—	—	—	—	—	16 0 0	—	—	—	Ditto, and teacher inefficient.
Ditto,	Termonmaquirk,	5487			Ballintrain,	95	97	39	11	50	14	10	54	34	33	1	.	Prob.	E.C.	.	.	.	.	1	—	—	—	—	—	12 10 0	1 10 0	—	1 10 0	School bad, ditto.
Ditto,	Cappagh,	5929			Crevanagh,	96	98	14	11	25	28	16	44	9	17	1	.	Prob.	Pres.	.	.	.	.	1	—	—	1 15 0	1 10 0	12 10 0	1 10 7	—	1 10 7	Average attendance insufficient.
Ditto,	Errigle Keerogue,	5979			Ballygawley,	97	99	.	.	.	.	.	.	.	.	1	.	3	.	.	.	.	.	1	—	—	0 5 0	—	6 5 0	—	—	—	Permanently closed.
Ditto,	Clogherney,	5694			Kilcam,	98	100	45	.	45	35	.	35	16	15	1*	.	2	R.C.	.	.	.	.	1	—	—	1 10 0	1 10 0	21 0 0	2 0 0	—	2 0 0	Average attendance insufficient.
Ditto,	Urney,	5743	male		Urney,	99	101	50	43	93	25	20	45	50	22	1*	.	3	R.C.	.	.	.	.	1	—	—	—	1 10 0.	16 0 0	2 7 6	—	2 7 6	House unsuitable.
Ditto,	Badoney, Upper,	5863	female		Tattykeeran,	100	102	.	.	.	.	.	.	.	.	.	1	Prob.	.	.	.	.	.	1	—	—	—	—	—	2 10 0	—	—	—	Permanently closed.
Ditto,	Clogherney,	6083			Glengeen,	101	103	27	21	48	32	21	53	21	24	1	.	3	R.C.	.	.	.	.	1	—	—	0 12 9	—	—	16 0 0	8 0 0	—	8 0 0	Average attendance insufficient.
Ditto,	Barr,	6179			Dullaghan,	102	104	40	92	132	46	95	141	43	40	.	1*	3	R.C.	.	.	.	.	1	—	—	0 4 9	—	—	16 0 0	2 0 0	—	2 0 0	House unsuitable.
Ditto,	Dromore,	6171	female		Cornavarra,	103	105	28	26	54	17	27	44	34	30	.	1	Prob.	R.C.	.	.	.	.	1	—	—	0 10 5	—	—	11 0 0	0 14 0	—	0 14 0	Ditto, and school not required.
Ditto,	Longfield, East,	6647																																	

[continue

III.—List of Two Hundred and Nine Schools struck off the Roll during the Year 1855, with the reasons assigned—*continued.*

County.	Parish.	Roll Number.	Building Cases.	No.	Operation Schools.	No.	Total No. of Schools struck off.	Number of Children on the Rolls, as returned by the Managers for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females.	Total.	Average daily attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	Number of Teachers, Assistants, Workmistresses, and Monitors. Principal Teachers. No. Males.	Females.	Class.	Religion.	Assistants. Males.	Females.	Workmistresses and Teachers of Dismissory.	Monitors. Males.	Females.	Total Number of Teachers, &c.	Outstanding Aid Cancelled. Building.	Fitting-up.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices.	Free Stock.	Amount paid during the year to Teachers of all classes in Salaries, Gratuities, Premiums, &c.	Local Contributions, in the way of School Fees and Subscriptions, received by Teachers during the Year in aid of Salaries. School Fees.	Subscriptions.	Total amount of Local Contributions.	Reasons for striking off, and cancelling Grants.
																										£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
MUNSTER.																																			
Clare,	Drumcliffe,	1870			Ennis, infant	104	103	.	.	.	.	.	.	.	.	.	1	2[1]	.	.	1	.	.	.	2	—	—	—	—	1 8 4	—	—	—	Permanently closed.
Ditto,	Kilrush,	3322			Kilrush, female	105	107	.	.	.	.	.	.	.	.	.	.	3[1]	R.C.	.	.	.	.	.	1	—	—	—	—	9 0 0	4 12 2	—	4 12 2	Ditto.
Cork,	Ardfield,	451			Ardfield, male	106	108	84	.	84	76	.	76	18	42	1	.	3[1]	R.C.	.	.	.	.	.	1	—	—	—	—	12 10 0	5 11 8	—	5 11 8	Incorporated with female school—teacher unfit.
Ditto,	Ballinadee,	3401			Ballinadee,	107	109	70	40	110	56	50	106	20	55	1	.	Prob.	R.C.	.	.	.	.	.	1	—	—	—	—	1 17 6	12 10 0	5 11 8	—	5 11 8	Ditto.
Ditto,	Ringrone,	3795			Ballydones,	108	110	49	27	76	56	31	87	14	39	1	.	3[2]	R.C.	.	.	.	.	.	1	—	—	—	—	—	13 3 4	3 7 1	—	3 7 1	Ditto.
Ditto,	Aghadown,	4011			Hare Island,	109	111	.	.	.	.	.	.	15	16	1	.	Prob.	R.C.	.	.	.	.	.	1	—	—	—	1 10 0	10 11 8	0 6 0	—	0 6 0	Ditto.
Ditto,	Marshalstown,	5490			Glenahulla, female	110	112	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	Permanently closed.
Ditto,	Kilmore,	5655			Tourmore, female	111	113	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	0 16 8	—	—	—	Ditto.
Ditto,	Kilmoe,	5728			Dunkelly,	112	114	.	.	.	.	.	.	.	.	1	.	Prob.	.	.	.	.	.	.	1	—	—	—	—	2 15 0	—	—	—	Average attendance insufficient—school unsatisfactory.
Ditto,	Kilcatherine,	5946	Victoria,	3		115	115	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	66 13 4	7 10 0	—	—	—	—	—	—	Manager not having availed himself of grants.
Ditto,	Killingly,	6340			Five-mile-bridge,	113	116	35	25	60	55	30	85	33	59	1	.	3[2]	.	.	.	.	.	.	1	—	—	—	0 16 1	—	16 0 0	5 6 3	—	5 6 3	House unsuitable.
Ditto,	Matehea,	6341			Matehea,	114	117	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	4 10 0	—	—	—	Permanently closed.
Ditto,	St. Mary's (*Shandon*),	6602			SS. Mary & Anne Shandon, male	115	118	.	.	.	.	.	.	.	.	1	.	Prob.	.	.	.	.	.	.	1	—	—	—	—	—	5 19 2	—	—	—	House unsuitable.
Ditto,	Ditto,	6603			Ditto, female	116	119	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	1	—	—	—	—	—	9 16 8	—	—	—	Ditto.
Ditto,	Whitechurch,	6884			Newgrove,	117	120	34	19	53	39	19	58	15	22	1	.	Prob.	R.C.	.	.	.	.	.	1	—	—	—	0 11 1	—	12 10 0	2 19 4	—	2 19 4	Ditto, and average attendance insufficient.
Kerry,	Tralee,	1138			Tralee, male	118	121	.	.	.	.	.	.	.	.	1*	.	1[1]	.	1	.	.	.	.	2	—	—	—	1 8 6	—	31 16 4	—	—	—	Permanently closed.
Ditto,	Kilfeighny,	6386			Kilfeighney, male	119	122	.	.	.	.	.	.	43	50	1	.	Prob.	R.C.	.	.	.	.	.	1	—	—	—	0 18 4	—	10 8 4	5 10 0	—	5 10 0	School inefficient, and house unsuitable.
Ditto.	Ditto,	6387			Ditto, female	120	123	.	36	36	.	42	42	35	39	.	.	.	.	.	.	.	.	.	.	—	—	—	0 10 3	—	2 10 0	—	—	—	Ditto.
Ditto,	Murher,	6653			Newtownsands,	121	124	.	.	.	.	.	.	.	.	1	.	3[2]	.	.	.	.	.	.	1	—	—	—	1 2 8	—	14 15 0	—	—	—	House unsuitable, and teacher inefficient.
Ditto,	Ballycushlan,	6710	Glountane,	4			125	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50 0 0	5 12 6	—	—	—	—	—	—	Manager declining to avail himself of grants.
Ditto,	Clogherbrian,	6903			Ballygroe,	122	126	.	.	.	.	.	.	.	.	1	.	Prob.	.	.	.	.	.	.	1	—	—	—	—	—	12 10 0	—	—	—	Permanently closed.
Limerick,	Tuagh,	2348			Towerhill,	123	127	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	Ditto.
Ditto,	Ballingarry,	2353			Ballinleena, male	124	128	61	.	61	81	.	81	30	46	1	.	3[2]	R.C.	.	.	.	.	.	1	—	—	—	—	1 17 6	16 0 0	6 0 0	—	6 0 0	House unsuitable—teacher inefficient, and school unsuccessful.
Ditto,	St. Michael's,	6777			Mount St. Vincent, orphan	125	129	.	.	.	.	.	.	.	.	.	2	Nuns.	R.C.	.	.	.	.	.	2	—	—	—	—	—	15 0 0	—	—	—	Regulations of school being contrary to spirit of Commissioners' rules.
Ditto,	St. John's,	6460			Magdelene,	126	130	.	.	.	.	.	.	.	.	.	2	Nuns.	R.C.	.	.	.	.	.	2	—	—	—	—	—	7 10 0	—	—	—	Ditto.
Ditto,	Newcastle,	6538			Courtenay, female	127	131	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	Permanently closed.
Ditto,	Stradbally,	6987	Castleconnell,	5			132	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	134 0 0	15 0 0	—	—	—	—	—	—	Manager declining to avail himself of grants.
Ditto,	Ditto,	6988	Ditto,	6			133	.	.	.	.	.	.	.	.	1	.	Prob.	.	.	.	.	.	.	1	—	—	—	—	—	12 0 0	2 5 2	—	2 5 2	Permanently closed.
Ditto,	Castleconnell,	7102			Mountpellier, male	128	134	75	.	75	45	.	45	37	25	1	.	3[1]	R.C.	.	.	.	.	.	1	—	—	—	—	—	19 0 0	2 5 11	—	2 5 11	Ditto.
Ditto,	Ditto,	7103			Ditto, female	129	135	.	73	73	.	70	70	46	26	.	1*	3[1]	R.C.	.	.	.	.	.	1	—	—	—	4 16 6	—	18 13 4	—	—	—	Withdrawn.
Ditto,	Adare,	7132			Adare,	130	136	.	.	.	42	67	109	.	60	1*	.	2[1]	E.C.	.	.	.	.	.	1	—	—	—	—	—	0 18 4	—	—	—	Permanently closed.
Tipperary,	Moyne,	603			Boulabeha,	131	137	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	3 6 9	—	—	32 12 9	—	32 12 9	Ditto.
Ditto,	Nenagh,	605			Nenagh, female	132	138	.	808	808	.	741	741	302	285	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	10 15 0	0 15 0	—	0 15 0	House unsuitable, teacher careless.
Ditto,	Carrigeen,	1892			Carrigeen,	133	139	12	11	23	6	4	10	13	9	1	.	Prob.	R.C.	.	.	.	.	.	1	—	—	—	—	—	1 16 8	—	—	—	Permanently closed.
Ditto,	Fethard,	1892			Knockballymaher,	134	140	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	Ditto.
Ditto,	Timony,	5142			Nenagh, preparatory, female	135	141	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	3 2 4	—	21 0 0	23 12 6	—	23 12 6	House unsuitable.
Ditto,	Nenagh,	6383			Fethard, female	136	142	.	76	76	.	66	66	34	50	.	1	2[1]	R.C.	.	.	.	.	.	1	—	—	—	—	—	—	—	—	—	Ditto.
Ditto,	Fethard,	6384				137	143	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	Ditto.
Waterford,	Lismore, East,	5336			Mount Mellaray,	138	144	31	11	42	64	31	95	41	73	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	12 14 0	—	12 14 0	Permanently closed.
Ditto,	Killea,	5386			Killea,	139	145	6	81	87	.	74	74	19	35	.	1	Prob.	R.C.	.	.	.	.	.	1	—	—	—	1 2 6	1 10 0	18 13 4	1 6 8	—	1 6 8	Teacher dismissed by Board holds possession of school.
Ditto,	Ditto,	5837			Dunmore, East,	140	146	34	.	34	.	.	.	22	.	1*	.	2[1]	E.C.	.	.	.	.	.	1	—	—	—	0 16 10	—	19 13 4	37 0 0	—	37 0 0	Permanently closed.
Ditto,	Trinity,	6467			Waterford, commercial, tempry.	141	147	72	58	130	70	50	120	29	43	1	.	Prob.	R.C.	.	.	.	.	.	1	—	—	—	—	—	9 8 4	—	—	—	House unsuitable.
Ditto,	Lismore,	6063			Bishopstown,	142	148	.	.	.	.	.	.	.	.	1*	.	3[2]	.	.	.	.	.	.	1	—	—	—	1 5 6	1 17 6	11 5 0	—	—	—	Permanently closed.
LEINSTER.																																			
Dublin,	St. James's,	2246			Goldenbridge, male	143	149	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	2 10 10	—	—	—	—	—	Not carried on in accordance with Rules of Board.
Ditto,	St. Paul's,	2366			North Dublin, P.L.U.	144	150	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	Permanently closed.
Ditto,	Rush,	6119			Loughshinny,	145	151	.	16	16	.	16	16	9	9	.	1	Prob.	E.C.	.	.	.	.	.	1	—	—	—	—	—	13 0 0	—	15 0 0	15 0 0	Ditto.
Ditto,	Castleknock,	6422			Porterstown, female	146	152	27	16	43	36	33	69	19	34	1*	.	2[2]	R.C.	.	.	.	.	.	1	—	—	—	0 4 9	—	16 6 8	3 16 3	—	3 16 8	Average attendance insufficient.
Kildare,	Ballysonan,	763			Ballysax, female	147	153	.	42	42	.	59	59	17	22	.	1	Prob.	R.C.	.	.	.	.	.	1	—	—	—	0 10 2	1 10 0	11 0 0	0 17 1	—	0 17 1	Ditto.
Ditto,	Ballysax,	3025			Knocktopher, male	148	154	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	Permanently closed.
Kilkenny,	Knocktopher,	6665			Fortal,	149	155	25	22	47	20	18	38	37	38	1	.	Prob.	R.C.	.	.	.	.	.	1	—	—	—	—	—	11 6 8	2 0 0	—	2 0 0	Permanently closed, and not wanted in locality.
King's,	Birr,	3017			Longford, infant	150	156	24	128	152	30	154	184	71	88	.	1	3[2]	R.C.	.	.	.	.	.	1	—	—	—	1 19 6	1 17 6	14 0 0	9 0 9	—	9 0 9	Average attendance insufficient, and house unsuitable.
Longford,	Templemichael,	5872			Longford,	151	157	42	.	42	46	.	46	19	19	1*	.	3[1]	R.C.	.	.	.	.	.	1	—	—	—	0 13 6	—	19 0 0	1 9 6	—	1 9 6	Ditto, school permanently closed.
Meath,	Grangegeeth,	1121			Grangegeeth,	152	158	.	75	75	.	88	88	42	40	.	1*	2[2]	R.C.	.	.	.	.	.	1	—	—	—	—	—	18 0 0	1 11 0	—	1 11 0	Grants transferred to roll No. 6746.
Ditto,	Kilheg,	3631			Carlanstown, female	153	159	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	—	—	—	—	—	—	—	—	—	

[*continued.*

III.—List of Two Hundred and Nine Schools struck off the Roll during the Year 1855, with the reasons assigned—*continued.*

County.	Parish.	Roll Number.	Building Cases.	No.	Operation Schools.	No.	Total No. of Schools struck off.	Number of Children on the Rolls, as returned by the Managers for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females.	Total.	Average daily attendance of Pupils for Half-years ending 31st March, 1855.	30th Sept., 1855.	Number of Teachers, Assistants, Workmistresses, and Monitors. Principal Teachers. No. Males.	Females.	Class.	Religion.	Assistants. Males.	Females.	Workmistresses of Embroidery.	Monitors. Males.	Females.	Total Number of Teachers, &c.	Outstanding Aid Cancelled. Building.	Fitting-up.	Aid granted during the Year ending the 31st December, 1855. School Requisites at Reduced Prices.	Free Stock.	Amount paid during the year to Teachers of all classes in Salaries, Gratuities, Premiums, &c.	Local Contributions, in the way of School Fees and Subscriptions, received by Teachers during the Year in aid of Salaries. School Fees.	Subscriptions.	Total amount of Local Contributions.	Reasons for striking off, and cancelling Grants.
																										£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
LEINSTER—*continued.*	Meath—*continued.*	Kilmore	4209		Moynalvey, male	153	159	49	27	76	63	38	101	31	43	1		31	R.C.						1	—	—	0 11 0	—	22 10 0	8 6 8	1 17 0	10 3 8	House destroyed.
	Ditto,	Rathmore	4924		Moynaugher, female	154	160		48	48		28	28	16	15		1*	13	R.C.						1	—	—	0 11 0	—	16 16 8	2 3 5	—	2 3 5	Average attendance insufficient.
	Ditto,	Athboy	4884		Bairath, female	155	161	37	49	86	37	46	83	40	38		1*	31	R.C.						1	—	—	—	—	19 0 0	1 16 0	5 0 0	6 16 0	Ditto.
	Ditto,	Athboy	4884		Castlemartin,	156	162	43	22	65	45	25	70	15	19	1*		31	R.C.						1	—	—	—	—	—	—	—	—	Ditto.
	Ditto,	Donaghpatrick,	4972		Mountmellick, female	157	163		317	317		322	322	148	150											—	—	1 8 7	—	—	—	—	—	Permanently closed.
	Queen's,	Rosenallis,	4923		Killeshin, female	158	164		56	56	7	57	64	18	28		1	Prob.	R.C.						1	—	—	1 1 10	—	9 0 0	1 0 4	—	1 0 4	Average attendance insufficient.
	Ditto,	Killeshin,	4923				165																			—	—	—	—	—	—	—	—	Manager declining to avail himself of grants.
	Ditto,	Aughmacart,	6989	Ballybooden,		7																				—	—	—	—	—	—	—	—	Average attendance insufficient.
	Ditto,	Glaseorn,	4305			159	166	31	38	69	37	46	83	32	38		1	31	R.C.						1	—	—	—	—	13 3 4	1 7 0	—	1 7 0	Permanently closed.
	Westmeath,	Mullingar,	4305		Clonvecha, female	160	167										1	Prob.								—	—	—	—	11 0 0	—	—	—	Average attendance insufficient.
	Wexford,	Chapel,	6043		Coolgarrow, temporary, female	161	168		38	38		32	32	16	12		1	Prob.								—	—	—	—	9 0 0	—	—	—	Ditto.
	Ditto,	Ballyhuskard,	6037		Macredin, male	162	169	39		39	46		46	16	21	1		31	R.C.						1	—	—	0 13 11	—	19 0 0	3 8 2	—	3 8 2	Ditto.
	Wicklow,	Rathdrum,	2715																							—	—	—	—	—	—	—	—	Ditto.
CONNAUGHT.	Galway,	Athenry,	3240		Athenry,	163	170									1		31							1	—	—	—	—	15 13 4	—	—	—	Teacher inefficient and negligent; school worthless; house unsuitable.
	Ditto,	Kilcummin,	3505		Caroroe,	164	171	64	30	94	52	30	82	53	45	1		32	R.C.						1	—	—	—	—	14 11 8	2 15 6	—	2 15 6	Dismissed teacher holds possession of school; house unsuitable.
	Ditto,	Fahy,	5987		Fahy, male	165	172																			—	—	—	—	—	—	—	—	House unsuitable.
	Ditto,	Ardrahan,	6156		Ballyglass,	166	173	49	35	84	45	27	72	26	38	1		Prob.	R.C.						1	—	—	—	—	10 16 8	4 0 0	—	4 0 0	Manager wishing to have site changed.
	Ditto,	Ditto.	6261	Ballyglass,		8	174																			46 13 4	5 5 0	—	—	—	—	—	—	Patron having disposed of site for other than school purposes.
	Ditto,	Drumacoe,	6490	Drumacoo.		9	175																			50 0 0	—	—	—	—	—	—	—	Permanently closed.
	Ditto,	Beagh,	6838		Loughcooter female	167	176										2	Nuns.	R.C.						2	—	—	—	—	4 15 0	—	—	—	Ditto.
	Ditto,	Ross,	6939		Maam, male	168	177	40	30	70	35	16	51	25	20											—	—	—	—	3 0 0	—	12 10 0	12 10 0	Ditto.
	Leitrim,	Meelil,	3783		Drimboy,	169	178									1		32							1	—	—	1 0 3	—	13 3 4	—	—	—	Teacher inefficient.
	Ditto,	Rossinver,	4274		Gortnasillagh,	170	179																			—	—	—	—	1 10 0	—	—	—	Permanently closed.
	Ditto,	Ditto,	5752		Latoon,	171	180	30	26	56				35		1		32	R.C.						1	—	—	0 8 3	—	9 7 6	—	—	—	Ditto.
	Ditto,	Ditto,	5752				181																			—	—	—	—	—	—	—	—	Permanently closed, and not wanted in locality.
	Ditto,	Innismagrath,	6452		Derinurn,	172	182	9	39	48	17	51	68	15	25		1	32	R.C.						1	—	—	0 7 4	—	18 10 0	0 9 6	—	0 9 6	Average attendance insufficient.
	Ditto,	Annaniff,	6872		Derrycarne,	173	183																			—	—	0 5 3	—	16 0 0	—	—	—	Ditto.
	Ditto,	Crossmolina,	1060		Rathmore,	174	184	45	25	70	30	20	50	18	25	1		32	R.C.						1	—	—	1 2 0	—	13 10 0	6 11 8	—	6 11 8	Ditto.
	Mayo,	Crossmolina,	1060		Greyfield,	175	184	111	8	119	91	41	132	58	53	1		31	R.C.						1	—	—	—	—	—	—	—	—	House unsuitable, and not sanctioned.
	Ditto,	Killeden,	1988		Tarmon,	176	185	25	14	39				24		1		Prob.	R.C.						1	—	—	—	—	—	—	—	—	Permanently closed.
	Ditto,	Kilmore,	2233		Carna,	177	186	30	26	56	22	20	42	16	15	1		32	R.C.						1	—	—	0 5 6	—	16 0 0	—	—	—	Average attendance insufficient, and not sanctioned.
	Ditto,	Kilgarvan,	3516		Sheskin,	178	187	43	16	59				19		1*		31	R.C.						1	—	—	0 10 3	—	15 13 4	—	—	—	Average attendance insufficient.
	Ditto,	Kilcommon,	3801		Ballybooney,	179	188	3	24	27	30	9	39	17	26		1*	31	E.C.						1	—	—	—	—	13 3 4	—	0 10 0	0 10 0	Ditto.
	Ditto,	Ballyskeery,	4622		Coonical,	180	189	39	19	58	41	29	70	24	28	1		32	R.C.						1	—	—	0 10 11	—	12 10 0	—	—	—	Ditto.
	Ditto,	Ditto,	6303		Drum,	181	190	32	18	50				38		1		Prob.	R.C.						1	—	—	—	—	5 10 0	—	—	—	Permanently closed.
	Ditto,	Drum,	6499		Minulla, male	182	191									1		Prob.							1	—	—	—	—	12 10 0	—	—	—	House unsuitable, and average attendance insufficient.
	Ditto,	Minulla,	6564		Innislaark,	183	192									1		Prob.							1	—	—	—	—	6 0 0	—	—	—	Permanently closed.
	Ditto,	Bollin, or Ballinakill,	6565		Palmerstown,	184	193	16	12	28	26	14	40	10	11	1		Prob.	R.C.						1	—	—	—	—	12 10 0	—	—	—	Average attendance insufficient.
	Ditto,	Templemurry,	6607		St. Mary,	185	194	36	23	59	20	13	33	48	34	1		Prob.	R.C.						1	—	—	—	—	11 6 8	0 6 0	—	0 6 0	Teacher unqualified, and house unsuitable.
	Ditto,	Ballyvoey,	6795		Devilcase,	186	195	96	14	110	87	13	100	70	40	1		32	R.C.						1	—	—	0 11 0	—	12 10 0	3 8 9	—	3 8 9	House unsuitable, and furniture unfit.
	Ditto,	Killeden,	3349		Belmullet, workhouse	187	196																			1 6 10	—	—	—	—	—	—	—	Permanently closed.
	Ditto,	Kilcommon,	5929				197																			—	—	—	—	—	—	—	—	}
	Ditto,	Aughamore,	2825	Caher,	male	10	198																			111 5 0	—	—	—	—	—	—	—	Grant not having been applied, and a change of site proposed.
	Ditto,	Ditto,	3013	Do.	female	11	199																			—	—	—	—	—	—	—	—	}
	Ditto,	Attymass,	6195		Bonilinglass,	188	200	51	44	95	17	16	33	36	19	1		Prob.	R.C.						1	—	—	—	—	14 15 0	0 10 6	—	0 10 6	House unsuitable.
	Ditto,	Cong,	6663		Ballymagibbon,	189	200									1		Prob.							1	—	—	—	—	—	—	—	—	Permanently closed.
	Ditto,	Kilcommon,	6710		Inver,	190	201	40	31	71	56	37	93	29	61		1	32	R.C.						1	—	—	0 11 8	—	11 0 0	0 12 0	—	0 12 0	House unsuitable.
	Ditto,	Burrishoole,	6957		Tiernare,	191	202										1	Prob.							1	—	—	—	—	11 0 0	—	—	—	Average insufficient; house unsuitable.
	Ditto,	Knock,	7089		Carramore,	192	203									1		Prob.								—	—	—	—	12 10 0	—	—	—	House unsuitable.
	Roscommon,	Roscommon,	3797		Roscommon, female	193	204																			—	—	—	—	—	—	—	—	Change of teacher not sanctioned.
	Ditto,	Kilcolla,	6854	Clonfad, West,		12	205																			66 13 4	7 10 0	—	—	—	—	—	—	Manager declines to proceed with building.
	Ditto,	Drimatample & Ballymore,	6339		Drimatample, male	194	206									1		32							1	—	—	—	—	16 0 0	—	—	—	Average insufficient; house unsuitable; teacher negligent.
	Ditto,	Kilmactranny,	2073		Upper Arigna, agricultural	195	207									1*		21							1	—	—	1 10 0	20 0 0	—	—	—	—	House unsuitable.
	Sligo,	Ballysadare,	6102		Ballisadare,	196	208	113	83	196	87	78	175	56	68	1*		31	R.C.			1			2	—	—	0 12 0	—	27 0 0	2 10 7	—	2 10 7	Ditto.
	Ditto,	Ahanaplish,	7197		Mullaghmore, female	197	209										1	Prob.							1	—	—	—	—	—	—	—	—	Permanently closed.
	Ditto,	Total,				12																												
							197	209	3,801	4,315	8,116	3,347	4,146	7,493	3,212	3,523	112	45	.	.	1	2	4	.	.	164	—	—	84 10 10	39 10 0	2,152 8 10	379 14 6	140 13 0	520 7 6	

IV.—List of Twenty-three Schools suspended for various reasons.

County.	Parish.	Roll No.	School.	
Antrim,	Loughguile,	3341	Loughguile, f.	Vested.
Cavan,	Mullagh,	2334	Killeeter, f.	Do.
Donegal,	Muff,	2999	Ture, f.	Do.
Do.,	Tullaghobegly, West,	5046	Meenacladdy,	Do.
Londonderry,	Templemore,	1370	Sheriff's Mountain, m.	Do.
Do.,	Do.,	2041	Do., f.	Do.
Do.,	Do.,	1536	Shantallagh, f.	Do.
Cork,	Blarney,	1542	Blarney, f.	Do.
Do.,	Tullagh,	4889	Sherkin Island, f.	Do.
Kerry,	Knockane,	5326	Cirraghbeg, f.	Do.
Limerick,	Kilcoleman,	4014	Kilcoleman, f.	Do.
Carlow,	Ballon,	648	Connaberry,	Do.
Dublin,	Balscadden,	691	Balscadden. m.	Do.
Do.,	Do.,	692	Do., f.	Do.
Longford,	Columbkill,	2372	Cloneen, f.	Do.
Meath,	Kilshairn,	1176	Mount Hanover, f.	Do.
Galway,	Abbey,	989	Briersfield, m.	Do.
Do.,	Do.,	990	Do., f.	Do.
Do.,	Moyrus,	1012	Roundstone,	Do.
Do.,	Ballinakill,	1322	Kilmore,	Do.
Do.,	Ballindoon,	1323	Ardbrack,	Do.
Do.,	Moyrus,	1330	Carna,	Do.
Sligo,	St. John's,	1104	Sligo, f.	Do.

V.—List of Eighty-seven Schools vested in, or assigned to the Commissioners of National Education, towards the Repairs of which Grants were awarded during the Year ended 31st December, 1855.

ULSTER—29 Schools.

COUNTY OF ANTRIM—7 Schools.

Roll No.	Parish.	School.	Amount. £	s.	d.
1353	Culfeightrin,	Ballyverdock, m.	11	13	0
1787	Ditto,	Ditto, f.			
42	Drumeal,	Randalstown, m.	12	10	0
5988	Ditto,	Ditto, f.			
5621	Ahoghill,	Ballymena District Model, m.	16	18	0
5622	Ditto,	Ditto, f.			
5623	Ditto,	Ditto, i.			
		Total,	41	1	0

COUNTY OF ARMAGH—1 School.

4938	Derrynoose,	Lislea,	10	16	5
		Total,	10	16	5

COUNTY OF CAVAN—Nil.

COUNTY OF DONEGAL—9 Schools.

Roll No.	Parish.	School.	Amount. £	s.	d.
175	Meevah,	Aughadacar,	14	17	8
2260	Raymonterdone,	Ballybo,	11	10	4
3978	Drumholin,	Ballymagroarty,	4	4	6
4418	Innismacsaint,	Carrickbeg, m.	5	8	4
4419	Ditto,	Ditto, f.			
4420	Kilbarron,	Ballyshannon, m.	8	6	6
4421	Ditto,	Ditto, f.			
4739	Tullaghobegly, West,	Gola Island,	10	3	11
4740	Ditto,	Knockastober,	0	15	0
		Total,	58	6	3

COUNTY OF DOWN—3 Schools.

200	Dromore,	Dromore, m.	21	4	10
201	Ditto,	Ditto, f.			
4745	Magherally,	Mullaghfarnahan	5	19	5
		Total,	27	4	3

COUNTY OF FERMANAGH—1 School.

Roll No.	Parish.	School.	Amount. £ s. d.
2038	Devenish, .	Monea, . .	19 15 4
		Total, .	19 15 4

COUNTY OF MONAGHAN—Nil.

COUNTY OF LONDONDERRY—3 Schools.

5496	Cumber, Upper,	Glenrandle, m.	9 1 0
5497	Ditto, .	Ditto, f.	
5878	Banagher, .	Templemoyle, .	5 19 0
		Total, .	15 0 0

COUNTY OF TYRONE—5 Schools.

1380	Termonamongon,	Laught, . .	7 16 0
2487	Donacavey, .	Skelga, . .	13 17 6
5048	Dromore, .	Mullaghbawn, .	12 0 0
5646	Badoney, Upper,	Letterbratt, m.	10 0 6
5678	Ditto, .	Ditto, f.	
		Total, .	43 14 0

SUMMARY OF ULSTER.

Counties.	No. of Schools.	Amount. £ s. d.
Antrim, ...	7	41 1 0
Armagh, ...	1	10 16 5
Cavan, ...	Nil.	—
Donegal, . . .	9	58 6 3
Down, ...	3	27 4 3
Fermanagh, . . .	1	19 15 4
Monaghan, . . .	Nil.	—
Londonderry, . . .	3	15 0 0
Tyrone, ...	5	43 14 0
Total, . .	29	215 17 3

MUNSTER—21 Schools.

COUNTY OF CLARE—4 Schools.

2439	Feakle, . .	Feakle, m.	76 11 0
2440	Ditto, .	Ditto, f.	
4433	Kilmihil, .	Leitrim, m.	36 9 8
4434	Ditto, .	Ditto, f.	
		Total, .	113 0 8

COUNTY OF CORK—7 Schools.

1388	Killaconenagh,	Rossmacowen, m.	18 14 2
7056	Ditto, .	Ditto, f.	
4836	Ditto, .	Bolhuskey, .	6 15 7
4843	Ditto, .	Castletown, m.	21 8 0
4844	Ditto, .	Ditto, f.	
5263	Farrahy, .	Farrahy, m.	21 17 3
6834	Ditto, .	Ditto, f.	
		Total, .	68 15 0

COUNTY OF KERRY—Nil.

COUNTY OF LIMERICK—5 Schools.

Roll No.	Parish.	School.	Amount. £ s. d.
2813	Robertstown, .	Foynes, m.	0 8 4
2814	Ditto, .	Ditto, f.	
4764	Mungret, .	Patrickswell, m.	37 18 10
4765	Ditto, .	Ditto, f.	
5643	Robertstown, .	Mt. Trenchard, Model Agricul.	83 8 5
		Total, . .	121 15 7

COUNTY OF TIPPERARY—3 Schools.

5040	Eglish, . .	Eglish, m.	22 0 10
5041	Ditto, .	Ditto, f.	
3367	Durrow, . .	Annagh, . .	15 0 0
		Total, .	37 0 10

COUNTY OF WATERFORD—3 Schools.

1335	Aglish, . .	Aglish, . .	31 0 10
1830	Ringagonaha, .	Mullinahorna, m.	19 1 6
2337	Ditto, .	Ditto, f.	
		Total, .	50 2 4

SUMMARY OF MUNSTER.

Counties.	No. of Schools.	Amount. £ s. d.
Clare, ...	4	113 0 8
Cork, ...	7	68 15 0
Kerry, ...	Nil.	—
Limerick, . . .	5	121 15 7
Tipperary, . . .	2	37 0 10
Waterford, . . .	3	50 2 4
Total, . .	21	390 14 5

LEINSTER—2 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—2 Schools.

4930	Clontarf, .	Clontarf, m.	23 8 3
4931	Ditto, .	Ditto, f.	
		Total, .	23 8 3

COUNTY OF KILDARE—Nil.

COUNTY OF KILKENNY—Nil.

KING'S COUNTY—Nil.

COUNTY OF LONGFORD—Nil.

COUNTY OF LOUTH—Nil.

COUNTY OF MEATH—Nil.

QUEEN'S COUNTY—Nil.

COUNTY OF WESTMEATH—Nil.

COUNTY OF WEXFORD—Nil.

COUNTY OF WICKLOW—Nil.

SUMMARY OF LEINSTER.

Counties.	No. of Schools.	Amount. £	s.	d.
Carlow,	Nil.	—		
Dublin,	2	23	8	3
Kildare,	Nil.	—		
Kilkenny,	Nil.	—		
King's,	Nil.	—		
Longford.	Nil.	—		
Louth,	Nil.	—		
Meath,	Nil.	—		
Queen's,	Nil.	—		
Westmeath,	Nil.	—		
Wexford,	Nil.	—		
Wicklow,	Nil.	—		
Total,	2	23	8	3

CONNAUGHT—35 Schools.

COUNTY OF GALWAY—5 Schools.

Roll No.	Parish.	School.	Amount. £	s.	d.
1320	Ballynakill,	Ballynakill, m.	24	4	1
1522	Ditto,	Ditto, f.			
1321	Ballynakill,	Woodford,	25	15	9
3560	Ross,	Cornamona,	17	6	10
6489	Bellclare,	Sylane,	7	16	8
		Total,	75	3	4

COUNTY OF LEITRIM—6 Schools.

1125	Kiltoghert,	Leitrim, Model Agricul., m.	10	19	6
6730	Ditto,	Ditto, f.			
1649	Cloonclare,	Kiltyclogher, m.	23	13	0
2364	Ditto,	Ditto, f.			
3219	Ditto,	Killea,	15	17	1
2178	Killanummery,	Killabuggy,	29	17	8
		Total,	80	7	3

COUNTY OF MAYO—16 Schools.

1674	Burrishoole,	Molranny,	32	3	7
2823	Oughaval,	Murrisk, m.	6	2	8
2824	Ditto,	Ditto, f.			
1671	Burrishoole,	Frienbeg,	9	18	10
3944	Kilbeagh,	Cloonfane, m.	20	6	7
3945	Ditto,	Ditto, f.			
4855	Oughaval,	Kilsallagh,	2	19	6
4856	Ditto,	Kilmore,	5	6	6
5125	Ballintubber,	Ballyburke,	8	11	6
5122	Kilgeever,	Acconny,	15	12	0

COUNTY OF MAYO—*continued.*

Roll No.	Parish.	School.	Amount. £	s.	d.
5120	Kilcommon,	Lehinch,	12	16	4
5128	Kilgeever,	Louisbourgh, m.	5	19	0
5129	Ditto,	Ditto, f.			
3905	Burrishoole,	Skerda,	20	16	2
4797	Oughaval,	Borris,	12	0	9
4798	Aughagower,	Carackennedy,	11	7	9
		Total,	164	1	2

COUNTY OF ROSCOMMON—3 Schools.

1344	Dysart,	Ballintleva, m.	14	19	6
1524	Ditto,	Ditto, f.			
5811	Kilgrefin,	Ballagh,	14	5	2
		Total,	29	4	8

COUNTY OF SLIGO—5 Schools.

2013	Killery,	Ballintougher, m.	25	15	1
2032	Ditto,	Ditto, f.			
4486	Achonry,	Achonry,	27	19	10
4802	Ditto,	Cloonmacool, m.	13	6	5
4803	Ditto,	Ditto, f.			
		Total,	67	1	4

SUMMARY OF CONNAUGHT.

Counties.	No. of Schools.	Amount. £	s.	d.
Galway,	5	75	3	4
Leitrim,	6	80	7	3
Mayo,	16	164	1	2
Roscommon,	3	29	4	8
Sligo,	5	67	1	4
Total,	35	415	17	9

PROVINCIAL SUMMARY.

Provinces.	No. of Schools.	Amount. £	s.	d.
Ulster,	29	215	17	3
Munster,	21	390	14	5
Leinster,	2	23	8	3
Connaught,	35	415	17	9
Total,	87	1,045	17	8

VI.—List of Teachers in National Schools to whom Premiums were paid in the Year 1855, for Order, &c., &c., in accordance with the following Scale.

No. 1.—Scale of Premiums to the Masters and Mistresses of National Schools who are most distinguished by the order, neatness, and cleanliness observable in themselves, their pupils, and in the School-houses.

The sum of £22 10s. to be allocated to each of the School Districts, to be divided into Thirteen Premiums:—

One of	£4 0 0	Five of £1 10s. each,	£7 10 0
Two of £3 each,	6 0 0	Five of £1 each,	5 0 0

These Premiums are to be awarded annually on the recommendation of the District Inspector, and paid at the end of the year.
No distinction to be made between Vested and Non-Vested Schools.
No Teacher eligible for these Premiums for more than two years in succession.
These Premiums will be awarded without reference to the Class in which the Teachers may be ranked: but none will be deemed eligible to receive such Premiums against whom there may be any well founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in a satisfactory manner.

ULSTER.

County.	No. of District.	Roll No.	School.	Names of Teachers, Amount and Class of Premium.				
				Amount of Premium.	First Class.	Second Class.	Third Class.	Fourth Class.
				£ s. d.				
Antrim	3	2551	Ballytibbert	3 0 0	–	John Ferguson.	–	–
Ditto	3	6819	Ballycastle	3 0 0	–	Archibald M'Kinley.	–	–
Ditto	3	6491	Derrykughan, female	1 10 0	–	–	M. J. M'Alister.	–
Ditto	3	6958	Portrush, No. 1	1 10 0	–	–	James M'Grotty.	–
Ditto	3	3817	Knockahollet	1 0 0	–	–	–	James M'Williams.
Ditto	3	1200	Breen	1 0 0	–	–	–	D. S. O'Neill.
Ditto	3	5664	Tonduff	1 0 0	–	–	–	Andrew Harbison.
Ditto	3	4805	Armoy	1 0 0	–	–	–	Jeremiah M'Cauley.
Ditto	4	2572	Cullybackey, male	4 0 0	William Craig.	–	–	–
Ditto	4	6731	Ahoghill, male	1 10 0	–	–	James Watson.	–
Ditto	4	5060	Ballymena, industrial	1 0 0	–	–	–	Margare Beggs.
Ditto	5	3091	Victoria-place	4 0 0	William Todd.	–	–	–
Ditto	5	2672	Townsend-street	3 0 0	–	William Milliken.	–	–
Ditto	5	47	Dunmurry, male	3 0 0	–	Jos. Conkey.	–	–
Ditto	5	2921	May-street, male	1 10 0	–	–	Michael Browne.	–
Ditto	5	3037	Forth River	1 10 0	–	–	Alexander Greer.	–
Ditto	5	6031	Ballycarry, agricultural,	1 10 0	–	–	Matthew M'Kee.	–
Ditto	5	6953	Mount Cottage	1 10 0	–	–	William Foster.	–

Ditto	. .	5	6684	Mechanics' Institute	. .	1	10	0	–	–	William Hanna.	–
Ditto	. .	5	1224	Edenderry	. . . .	1	0	0	–	–	–	William Erskine.
Ditto	. .	5	2554	Budore	. . . .	1	0	0	–	–	–	Robert Downing.
Ditto	. .	5	2507	Clackanduff	. . . .	1	0	0	–	–	–	David M'Conkey.
Ditto	. .	5	25	Carnmoney, No. 1	. .	1	0	0	–	–	–	Samuel King.
Ditto	. .	5	82	Mullaghmossan	. . .	1	0	0	–	–	–	Hugh M'Murtry.
Armagh	. .	11	5356	Portadown,	. . . male	3	0	0	–	Bernard Harvey.	–	–
Ditto	. .	11	6184	Eglish	. . . .	1	0	0	–	–	–	Hugh Donoghu.
Ditto	. .	13	4326	Dunbanagher,	. female	1	10	0	–	–	Jane E. Rolston.	–
Ditto	. .	13	4272	Taniokey,	. . female	1	10	0	–	–	Jane M'Cullagh.	–
Ditto	. .	14	2868	Keady,	. . female	4	0	0	Ann A. Potts.	–	–	–
Ditto	. .	14	2904	Aughanlig	. . . .	3	0	0	–	Owen Lennon.	–	–
Ditto	. .	14	4317	Grangemore	. . . .	1	10	0	–	–	Thomas Kerr.	–
Ditto	. .	14	105	Blundelsgrange,	. . male	1	0	0	–	–	–	Thomas Graham.
Ditto	. .	14	106	Ditto,	. . female	1	0	0	–	–	–	Ellen Maher.
Ditto	. .	25	4138	Jonesboro',	. . male	1	0	0	–	–	–	Michael Hart.
Cavan	. .	9	2853	Ballyconnell	. . male	3	0	0	–	Michael Corry.	–	–
Ditto	. .	9	3821	Gortahill	. . . .	1	10	0	–	–	Daniel O'Meara.	–
Ditto	. .	9	3692	Ballyconnell	. . .	1	10	0	–	–	Catherine Maguire.	–
Ditto	. .	15	4257	Doon	. . . .	3	0	0	–	James Rock.	–	–
Ditto	. .	15	128	Drumlaney	. . . .	3	0	0	–	Thomas Cusack.	–	–
Ditto	. .	15	2739	Finternaught	. female	1	10	0	–	–	Anne Millard.	–
Ditto	. .	15	4199	Drutimon	. . . .	1	10	0	–	–	Alexander Sharpe.	–
Ditto	. .	15	6637	Drumrora	. . . .	1	10	0	–	–	Patrick Cahill.	–
Ditto	. .	15	1954	Dernakish,	. female	1	10	0	–	–	Susan Brady.	–
Ditto	. .	22	4348	Gortnagorry	. . . .	4	0	0	Edward Murphy.	–	–	–
Ditto	. .	22	2371	Killygorman	. . . .	3	0	0	–	James Cahill.	–	–
Ditto	. .	22	154	Lougheyduff	. . . .	3	0	0	–	Judith Coglan.	–	–
Ditto	. .	22	1166	Kilcunny,	. . male	1	10	0	–	–	Myles O'Reilly.	–
Ditto	. .	22	2341	Ditto,	. . female	1	0	0	–	–	–	Catherine Fitzpatrick.
Ditto	. .	22	6323	Dungimmin	. . . .	1	0	0	–	–	–	C. Smith.
Ditto	. .	22	158	Coolboyogue	. . . .	1	0	0	–	–	–	Anne Morris.
Ditto	. .	22	6628	Ashgrove	. . . .	1	0	0	–	–	–	Margaret Roden.
Donegal	. .	1	4422	Gleneely	. . . .	4	0	0	Peter Murdock.	–	–	–
Ditto	. .	1	5230	Convoy	. . . .	3	0	0	–	Thomas Livingston.	–	–
Ditto	. .	1	1364	Cloghan	. . . .	3	0	0	–	Thomas M'Reery	–	–
Ditto	. .	1	6201	Ballynamona	. . . .	1	10	0	–	–	Patrick Doherty.	–
Ditto	. .	1	6202	Cranford	. . . .	1	10	0	–	–	Charles M'Devitt.	–
Ditto	. .	1	6638	Rathmullen	. . . .	1	10	0	–	–	Eliza M'Connell.	–
Ditto	. .	1	6162	Cummin	. . . .	1	10	0	–	–	John Sweeney.	–
Ditto	. .	1	2251	Dooish	. . . .	1	0	0	–	–	–	Patrick Patten.
Ditto	. .	1	166	Ballybogan	. . . .	1	0	0	–	–	–	Charles Boyle.
Ditto	. .	1	4929	Cashilmore	. . . .	1	0	0	–	–	–	Johnston S. O'Donnell.
Ditto	. .	1	4655	Kirkneedy,	. . . .	1	0	0	–	–	–	Anne Moyce.
Ditto	. .	1	5004	Dunfanaghy,	. . male	1	0	0	–	–	–	John Weir.
Ditto	. .	2	3492	Moville	. . . .	3	0	0	–	Henry Bond.	–	–

VI.—List of Teachers in National Schools to whom Premiums were paid in the Year 1855, for Order, &c., &c., in accordance with the foregoing Scale.—Province of ULSTER—*continued.*

County.	No. of District.	Roll No.	School.	Amount of Premium. £ s. d.	First Class.	Second Class.	Third Class.	Fourth Class.
					Names of Teachers, Amount and Class of Premium.			
Donegal,	2	2988	Malin	1 10 0	–	–	John Hewston.	–
Ditto	2	4163	Moville, female	1 10 0	–	–	Sarah A. Doherty.	–
Ditto	2	2660	Keenaght, female	1 0 0	–	–	–	Mary Young.
Ditto	2	5862	Bocan, female	1 0 0	–	–	–	Maria M'Colgan.
Ditto	8	6109	Murray	4 0 0	Philip Mulloy.	–	–	–
Ditto	8	2253	Donegal	1 10 0	–	–	Mary G. Hunter.	–
Ditto	8	6867	Drumquin	1 10 0	–	–	John M'Connell.	–
Ditto	8	3137	Loughries Point	1 10 0	–	–	Eliza Davis.	–
Ditto	8	4419	Carrickboy	1 10 0	–	–	Eliza M'Gowran.	–
Ditto	8	5291	Dunmuckran	1 10 0	–	–	Isabella O'Neill.	–
Ditto	8	4361	Drimahone	1 0 0	–	–	–	Eliza Johnston.
Ditto	8	3134	Creevy	1 0 0	–	–	–	James Doherty.
Ditto	8	6064	Glencoagh	1 0 0	–	–	–	Cormac Gillespie.
Ditto	8	6781	Shallogans	1 0 0	–	–	–	Neil Martin.
Down	11	7111	Gilford, infant	4 0 0	Annie Thompson.	–	Mary A. Daniel.	–
Ditto	11	3979	Ashfield, female	1 10 0	–	–	James Parkes.	–
Ditto	11	3225	Gilford, No. 1,	1 10 0	–	–	–	Eliza Doran.
Ditto	11	6644	Bann, female	1 0 0	–	–	–	Patrick Devlin.
Ditto	11	3095	Lurganville	1 0 0	–	–	–	–
Ditto	12	2513	Ballycasboro'	3 0 0	–	John M'Conkey.	–	–
Ditto	12	6327	Largymore	3 0 0	–	Robert Henry.	Thomas Ferguson.	–
Ditto	12	214	Tullycavey	1 10 0	–	–	Catherine Starkey.	–
Ditto	12	2901	Ballydeck, female	1 10 0	–	–	Anne Sheills.	–
Ditto	12	4649	Purdysburn, female	1 10 0	–	–	Samuel Cree.	–
Ditto	12	5135	Greengraves,	1 10 0	–	–	Anne Joyce.	–
Ditto	12	6378	Hollywood	1 10 0	–	–	–	William Waternworth.
Ditto	12	5953	Ballysallagh	1 0 0	–	–	–	James O'Neill.
Ditto	12	6151	Ballyboley	1 0 0	–	–	–	John Murray.
Ditto	12	5955	Carrickmannon	1 0 0	–	–	–	William Kelly.
Ditto	12	222	Ardmillan	1 0 0	–	–	–	Pat. Loughran.
Ditto	12	2662	Kilclief	4 0 0	Hugh M'Master.	–	–	–
Ditto	12	6054	Raffery	4 0 0	James Martin.	–	–	–
Ditto	13	1623	Redemon	3 0 0	–	Michael Grant.	–	–
Ditto	13	5876	Rathfriland male	3 0 0	–	Anne Rafferty.	–	–
Ditto	13	243	High-street, Newry	1 10 0	–	–	C. A. Gilmore.	–
Ditto	13	3067	Castlewellan, female					

Ditto	. .	13	1637	Barr	. . . .	1	10	0	–	–	Michael Boyle.	–
Ditto	. .	13	5451	Warrenpoint,	. female	1	10	0	–	–	Mary Doyle.	–
Ditto	. .	13	5450	Ditto,	. . male	1	0	0	–	–	–	John H. Hardinge.
Ditto	. .	13	3553	Ballydow	. . .	1	0	0	–	–	–	George R. Aston.
Ditto	. .	13	228	Mount Panthir	. . .	1	0	0	–	–	–	John Robbinson.
Ditto	. .	13	1246	Aunsboro'	. . . .	1	0	0	–	–	–	Thomas Nolan.
Fermanagh	.	7	2043	Nedsherry	. . . .	1	10	0	–	–	Owen Gallagher.	–
Ditto	. .	7	3574	Croninbun	. . . .	1	0	0	–	–	–	Robert Irvine.
Ditto	. .	7	3573	Cloy	. . . . .	1	0	0	–	–	–	Thomas M'Nulty.
Ditto	. .	9	283	Derrylin,	. . male	1	10	0	–	–	Francis Clarke.	–
Ditto	. .	10	4569	Skea,	. . . male	3	0	0	–	James O'Flanagan.	–	–
Ditto	. .	10	1250	Cornagagul	. . . .	3	0	0	–	John M'Mahon.	–	–
Ditto	. .	10	5436	Feaugh	. . . .	1	10	0	–	–	John M'Elroy.	–
Ditto	. .	10	4046	Trasna	. . . . .	1	10	0	–	–	Henry Armstrong.	–
Ditto	. .	10	2865	Coa	. . . . .	1	0	0	–	–	–	John M'Guire.
Ditto	. .	10	4635	Tatnamona	. . . .	1	0	0	–	–	–	Joseph Armstrong.
Ditto	. .	10	4386	Hollywell	. . . .	1	0	0	–	–	–	Bridget M'Cort.
Londonderry	.	2	2549	Great James's-street,	female	4	0	0	Jane Osborne.	–	–	–
Ditto	. .	2	2686	Derry,	. . . female	3	0	0	–	Anne J. Lattimore.	–	–
Ditto	. .	2	2684	Race-course	. . . .	1	10	0	–	–	John M'Donald.	–
Ditto	. .	2	6282	Culmore	. . . .	1	10	0	–	–	James Edmiston.	–
Ditto	. .	2	5292	Killybready	. . . .	1	10	0	–	–	John Harvey.	–
Ditto	. .	2	2950	Market-street	. . .	1	0	0	–	–	–	James Wilson.
Ditto	. .	2	1816	Rossnegallagh	. . .	1	0	0	–	–	–	Margaret Curry.
Ditto	. .	2	6461	Waterside,	. . No. 2,	1	0	0	–	–	–	W. J. Snowden.
Ditto	. .	3	2892	Cloyfin	. . . .	4	0	0	Robert Birnie.	–	–	–
Ditto	. .	3	3416	Altikeeragh	. . .	1	10	0	–	–	Henry Doherty.	–
Ditto	. .	3	5609	Carnabridge,	. female	1	10	0	–	–	Eliza Wilson.	–
Ditto	. .	3	3750	Boghill	. . . .	1	0	0	–	–	–	William Henry.
Ditto	. .	6	5525	Tullyherron	. . . .	4	0	0	Mary L. Caldwell.	–	–	–
Ditto	. .	6	5823	Magheratelt,	. female	3	0	0	–	Anne Lowry.	–	–
Ditto	. .	6	4356	Tyance	. . . .	1	10	0	–	–	W. J. Browne.	–
Ditto	. .	6	2135	Tirkane	. . . .	1	0	0	–	–	–	John M'Closkey.
Ditto	. .	6	2380	Drumgarner,	. male	1	0	0	–	–	–	John Henry.
Ditto	. .	6	2436	Ditto,	. female	1	0	0	–	–	–	Anne Meenam.
Monaghan	.	14	4273	Derryvalley	. . . .	3	0	0	–	John Ritchil.	–	–
Ditto	. .	14	3576	Creine,	. . male	1	10	0	–	–	Thomas Hall.	–
Ditto	. .	14	6629	Shantonagh,	. male	1	10	0	–	–	John Fitzsimons.	–
Ditto	. .	14	4369	Creeve	. . . . .	1	10	0	–	–	William Browne.	–
Ditto	. .	14	6241	Corrocharra,	. . male	1	10	0	–	–	John Keelan.	–
Ditto	. .	14	363	Tullyhatna	. . . .	1	0	0	–	–	–	William Smyth.
Ditto	. .	14	3870	Monigor	. . . .	1	0	0	–	–	–	M. M'Mahon.
Ditto	. .	14	361	Rakeeragh	. . . .	1	0	0	–	–	–	Pat. Cassily.
Ditto	. .	15	6028	Rockcorry	. . . .	1	10	0	–	–	John Steen.	–
Ditto	. .	15	5502	Blackstaff	. . . .	1	0	0	–	–	–	Micheel Markey.
Ditto	. .	15	5501	Ballymackney	. . .	1	0	0	–	–	–	Pat. Gartland.

VI.—List of Teachers in National Schools to whom Premiums were paid in the Year 1855, for Order, &c., &c., in accordance with the foregoing Scale.—Province of ULSTER—*continued.*

County.	No. of District.	Roll No.	School.	Names of Teachers, Amount and Class of Premium.				
				Amount of Premium.	First Class.	Second Class.	Third Class.	Fourth Class.
Monaghan	15	2109	Clinrigh	1 0 0	–	–	–	Pat. M'Donald.
Ditto	15	5499	Ashburton	1 0 0	–	–	–	William M'Nally.
Tyrone	6	7024	Strabane	3 0 0	–	James Henderson.	–	–
Ditto	6	1889	Donagheady	1 10 0	–	–	Rebecca Alexander.	–
Ditto	6	424	Cloghcor, male	1 10 0	–	–	James M'Davitt.	–
Ditto	6	1257	Newtownstewart, male	1 10 0	–	–	C. M'Guire.	–
Ditto	6	5646	Letterbratt, male	1 10 0	–	–	W. Mackey.	–
Ditto	6	6104	Tattynure	1 0 0	–	–	–	John H. Greer.
Ditto	6	4382	Castleroddy	1 0 0	–	–	–	William Mullen.
Ditto	7	1259	Omagh	4 0 0	James O'Beirne.	–	–	–
Ditto	7	6909	Clogherney	3 0 0	–	John W. Crozier.	–	–
Ditto	7	3838	Mount Pleasant	3 0 0	–	Jane J. Mathews.	–	–
Ditto	7	4218	Dooish, male	1 10 0	–	–	Pat. M'Quaid.	–
Ditto	7	3678	Drumharvey	1 10 0	–	–	George O'Gorman.	–
Ditto	7	5767	Lackagh	1 10 0	–	–	John M'Taggart.	–
Ditto	7	1507	Omagh, female	1 10 0	–	–	Catherine Healy.	–
Ditto	7	4553	Stralongford	1 0 0	–	–	–	James M'Quaid.
Ditto	7	418	Mullinvoney	1 0 0	–	–	–	Francis Cotton.
Ditto	7	3802	Menigar	1 0 0	–	–	–	Mary M'Carney.
Ditto	8	4679	Lisnacloon	3 0 0	–	Letitia M'Cormack.	–	–
Ditto	8	1380	Laught	1 0 0	–	–	–	Felix Connolly.
Ditto	10	395	Fivemiletown, female	4 0 0	Eliza Lynch.	–	–	–
Ditto	10	7001	Aughafad	1 10 0	–	–	James M'Caughry.	–
Ditto	10	1939	Fintona, male	1 10 0	–	–	Thomas Owens.	–
Ditto	10	5317	Kilclay	1 10 0	–	–	Michael M'Cann.	–
Ditto	10	3046	Siencien	1 0 0	–	–	–	James O'Beirne.
Ditto	10	3623	Lisnacrieve	1 0 0	–	–	–	James C. Donnally.
Ditto	11	2254	Brackaville, male	3 0 0	–	Joseph O'Neill.	–	–
Ditto	11	1142	Altmore, male	1 10 0	–	–	John Traynor.	–
Ditto	11	2786	Cavan	1 10 0	–	–	Felix Ruddy.	–
Ditto	11	5014	Galbally	1 10 0	–	–	J. M'Kernan.	–
Ditto	11	421	Glenarney	1 0 0	–	–	–	David Forsythe.
Ditto	11	411	Dungannon, female	1 0 0	–	–	–	Rose M'Keran.

MUNSTER.

Clare	31	446	Ennistymon,	male	3 0 0	–	Monks.	–	–	–
Ditto	31	2156	Kilfenora,	female	1 10 0	–	..	Bridget M'Namara.	–	–
Ditto	31	1394	Ennistymon,	female	1 0 0	–	–	–	Maria Haslam.	–
Ditto	32	4276	Quin,	male	4 0 0	Michael Cody.	–	–	–	–
Ditto	32	4304	Ennis,	male	3 0 0	–	William Fogarty.	–	–	–
Ditto	32	3667	Clare,	female	3 0 0	–	Mary Hastings.	–	–	–
Ditto	32	2381	Kilkee,	male	1 10 0	–	–	James Spelman.	–	–
Ditto	32	4296	Knockerra		1 10 0	–	–	Thomas Finucane.	–	–
Ditto	32	3764	Miltown Malbay		1 10 0	–	–	John Sullivan.	–	–
Ditto	32	4919	Cratloe,	male	1 10 0	–	–	Thomas Lynch.	–	–
Ditto	32	4920	Ditto,	female	1 10 0	–	–	Ellen Hayes.	–	–
Ditto	32	6367	Clahansavane		1 0 0	–	–	–	Martin Trawley.	–
Ditto	32	5585	Crusheen,	female	1 0 0	–	–	–	Anne Torpey.	–
Ditto	32	1265	Kildysart,	male	1 0 0	–	–	–	Pat. Fitzgerald.	–
Ditto	32	3065	Stonehall,	female	1 0 0	–	–	–	Mary O'Connor.	–
Ditto	32	3400	Dromindeera		1 0 0	–	–	–	Thomas Hogan.	–
Cork	37	5344	Ballynoe,	female	4 0 0	Kate Donovan.	–	–	–	–
Ditto	37	5346	Conna,	female	1 10 0	–	–	Mary Fahy.	–	–
Ditto	37	5345	Ditto,	male	1 0 0	–	–	–	Thomas M'Auliffe.	–
Ditto	42	491	Clonakilty,	female	4 0 0	Jane Whyte.	–	–	–	–
Ditto	42	1274	Ardagh		3 0 0	–	Anne Keohane.	–	–	–
Ditto	42	2469	Ditto,	preparatory	3 0 0	–	Catherine Keohane.	–	–	–
Ditto	42	1275	Sherkin Island		1 10 0	–	–	Denis Casey.	–	–
Ditto	42	476	Dunmanway		1 10 0	–	–	Julia Donovan.	–	–
Ditto	42	3685	Abbey		1 10 0	–	–	John Collins.	–	–
Ditto	42	2113	Conscroneen		1 10 0	–	–	Jane Donovan.	–	–
Ditto	42	5656	Goleen		1 10 0	–	–	John DeCoursey.	–	–
Ditto	42	5716	Castletownsend,	male	1 0 0	–	–	–	Denis M'Carthy.	–
Ditto	42	5717	Ditto,	female	1 0 0	–	–	–	Honoria M'Carthy.	–
Ditto	42	5960	Kilcoe		1 0 0	–	–	–	Anne Neill.	–
Ditto	42	6267	Rosbrin		1 0 0	–	–	–	James Sweeney.	–
Ditto	42	1392	Coolmountain		1 0 0	–	–	–	Denis O'Leary.	–
Ditto	43	2278	Millstreet,	female	4 0 0	Nuns.	–	–	–	–
Ditto	43	4456	Newmarket,	female	3 0 0	–	Julia Guinull.	–	–	–
Ditto	43	3993	Castleview		3 0 0	–	Timothy Hurley.	–	–	–
Ditto	43	2137	Dromagh,	male	1 10 0	–	–	John Riordan.	–	–
Ditto	43	3439	Ballygraddy	female	1 10 0	–	–	Mary Shine.	–	–
Ditto	43	3996	Cullin,	female	1 10 0	–	–	Honoria Dennehy	–	–
Ditto	43	6333	Kilmurry,	female	1 10 0	–	–	Anne Walsh.	–	–
Ditto	43	1768	Kanturk,	male	1 10 0	–	–	Andrew Cregan.	–	–
Ditto	43	5478	Rockchapel,	male	1 0 0	–	–	–	James Rogers.	–
Ditto	43	6296	Freemount,	female	1 0 0	–	–	–	Ellen Fitzpatrick.	–
Ditto	43	5855	Kilmurry,	male	1 0 0	–	–	–	Timothy Sheehan.	–

VI.—List of Teachers in National Schools to whom Premiums were paid in the Year 1855, for Order, &c., &c., in accordance with the foregoing Scale.—Province of MUNSTER—*continued*.

County.	No. of District.	Roll No.	School.	Amount of Premium. £ s. d.	Names of Teachers, Amount and Class of Premium. First Class.	Second Class.	Third Class.	Fourth Class.
								Jeremiah Tuomy.
Cork	43	3374	Clontecd, male	1 0 0	–	–	–	Jeremiah Corkery.
Ditto	43	3995	Ballingeary, male	1 0 0	–	–	–	–
Ditto	44	5589	Gurteen O'Mahon	4 0 0	Denis Mahony.	–	–	–
Ditto	44	2329	Killadallen	3 0 0	–	Thomas M'Carthy.	–	–
Ditto	44	2635	Newcestown	3 0 0	–	Jeremiah Foley.	–	–
Ditto	44	4054	Ballindangan	1 10 0	–	–	William Pickling.	–
Ditto	44	5335	Passage, West, female	1 10 0	–	–	Julia Desmond.	–
Ditto	44	5375	Douglass, male	1 10 0	–	–	Michael Byrne.	–
Ditto	44	6619	Dripsey, male	1 10 0	–	–	John M'Sweeny.	–
Ditto	44	5867	Clougheen	1 10 0	–	–	Henry White.	–
Ditto	44	1978	Ballyheady	1 0 0	–	–	–	Michael O'Flaherty.
Ditto	44	6300	Kilquane	1 0 0	–	–	–	Michael Fleming.
Ditto	44	5187	Riverstown	1 0 0	–	–	–	Michael Leahy.
Ditto	44	5190	Wallstown	1 0 0	–	–	–	Timothy O'Connell.
Ditto	44	3704	Shanballymore	1 0 0	–	–	–	John Walsh.
								–
Kerry	40	1277	Boulenshere	4 0 0	Thomas Stritch.	–	–	–
Ditto	40	5517	Maharees	3 0 0	–	Timothy O'Flaherty.	–	–
Ditto	40	6336	Candeeha, infant	1 10 0	–	–	Patrick O'Brien.	–
Ditto	40	6214	Dromligach	1 10 0	–	–	John Neligan.	–
Ditto	40	4460	Currans, female	1 10 0	–	–	Johanna Healy.	–
Ditto	40	6615	Duaghs, female	1 10 0	–	–	Ellen Hickey.	–
Ditto	40	5380	Ardfert, female	1 10 0	–	–	Bridget Joyce.	–
Ditto	40	2811	Kilmoyly, female	1 0 0	–	–	–	Eliza Dumas.
Ditto	40	5381	Chapetown	1 0 0	–	–	–	Timothy Kirby.
Ditto	40	1509	Tarbert, female	1 0 0	–	–	–	M. Conway.
Ditto	40	6228	Smerwick, female	1 0 0	–	–	–	Honoria Moran.
Ditto	40	6113	Kilquane	1 0 0	–	–	–	Joseph Murphy.
Ditto	41	2849	Keamare, male	4 0 0	Maurice Murphy.	–	–	–
Ditto	41	1602	Gortnagullane	3 0 0	–	Daniel Kelleher.	–	–
Ditto	41	1600	Fosso	3 0 0	–	Edward Foley.	–	–
Ditto	41	2808	Ballymillane, male	1 10 0	–	–	Richard Whyte.	–
Ditto	41	2809	Ditto, female	1 10 0	–	–	Edward Whyte.	–
Ditto	41	1199	Cullinagh, male	1 10 0	–	–	John Radley.	–
Ditto	41	2708	Ditto, female	1 10 0	–	–	Honoria A. Leyne.	–
Ditto	41	2418	Knockaderry, male	1 10 0	–	–	Daniel Donoghue.	–
Ditto	41	2419	Ditto, female	1 0 0	–	–	–	Johanna Sullivan.

Ditto	. .	41	1396	Tulloha,	. . male	1	0	0	–	–	–	Francis Moynihan.
Ditto	. .	41	5484	Shelburne, No. 2	. . .	1	0	0	–	–	–	John Lavery.
Ditto	. .	41	4346	Gurtnabinni	. . .	1	0	0	–	–	–	Michael Hubbart.
Ditto	. .	41	5481	Kilbonane,	. . male	1	0	0	–	–	–	John Mahony.
Limerick	. .	38	1980	Kilteely	. . .	4	0	0	James Hogan.	–	–	"
Ditto	. .	38	2184	Caherelly	. . .	3	0	0	–	Thomas Hogan.	–	–
Ditto	. .	38	6510	St. John's,	. . male	3	0	0	–	Francis Magee.	–	–
Ditto	. .	38	552	Kishikirk,	. . male	1	10	0	–	–	Patrick Moylan.	–
Ditto	. .	38	553	Ditto,	. . female	1	10	0	–	–	Bridget Burke.	–
Ditto	. .	38	4820	Coogy,	. . male	1	10	0	–	–	M. Tuohy.	–
Ditto	. .	38	5880	Morrow,	. . male	1	0	0	–	–	–	Patrick Fitzpatrick.
Ditto	. .	38	6517	Kildimo,	. . female	1	0	0	–	–	–	Mary Perse.
Ditto	. .	38	6542	Derk,	. . female	1	0	0	–	–	–	Bridget Marshall.
Ditto	. .	38	6545	Knockaney,	. . female	1	0	0	–	–	–	E. Fitzgibbon.
Ditto	. .	38	6516	Kildimo,	. . male	1	0	0	–	–	–	Patrick Creegan.
Ditto	. .	39	6569	St. Anne's	. . .	4	0	0	Nuns.	–	–	"
Ditto	. .	39	3232	Glin,	. . female	3	0	0	–	Anastasia Sheehan.	–	–
Ditto	. .	39	1144	Lowtown,	. . female	3	0	0	–	Bridget Costello.	–	–
Ditto	. .	39	3231	Glin,	. . male	1	10	0	–	–	Michael Stackpole.	–
Ditto	. .	39	1935	SS. Peter and Paul's,	. male	1	10	0	–	–	Richard Hogan.	–
Ditto	. .	39	2747	Ditto,	. . female	1	10	0	–	–	Ellen Githerson.	–
Ditto	. .	39	5908	Kilfinane,	. . female	1	10	0	–	–	Catherine M'Donald.	–
Ditto	. .	39	6788	Clareen,	. . .	1	0	0	–	–	–	John M'Donald.
Ditto	. .	39	4184	Shanagolden,	. female	1	0	0	–	–	–	Mary Malley.
Ditto	. .	39	4412	Drumcolloher,	. . male	1	0	0	–	–	–	John Shine.
Tipperary	. .	30	604	Nenagh,	. . male	4	0	0	Joseph Hutchinson.	–	–	–
Ditto	. .	30	6546	Ditto,	preparatory male	1	0	0	–	–	–	Peter Cuddy.
Ditto	. .	30	1610	Killeagh,	. . female	1	0	0	–	–	–	Mary W. Murphy.
Ditto	. .	30	3348	Cloghjordan,	. female	1	0	0	–	–	–	Anne M. Rowen.
Ditto	. .	30	6034	Pike	. . .	1	0	0	–	–	–	Dora Duane.
Ditto	. .	33	3486	Borrisoleigh,	. . female	4	0	0	Honoria Ryan.	–	–	–
Ditto	. .	33	2286	College-hill	. . .	3	0	0	–	John Shelly.	–	–
Ditto	. .	33	590	Borrisoleigh,	. . male	1	10	0	–	–	William Lambe.	–
Ditto	. .	33	602	Moyne	. . .	1	10	0	–	–	John Bannon.	–
Ditto	. .	33	3325	Killenaule,	. . male	1	10	0	–	–	William Fitzgerald.	–
Ditto	. .	33	4924	Noan	. . .	1	10	0	–	–	Thomas Dwyer.	–
Ditto	. .	33	4069	Mocklershill	. . .	1	10	0	–	–	John Heffernan.	–
Ditto	. .	33	2670	Nodstown,	. . male	1	0	0	–	–	–	Edward Delany.
Ditto	. .	33	1283	Ballycahill,	. . male	1	0	0	–	–	–	Michael Shanahan.
Ditto	. .	38	4067	Newport,	. . female	1	10	0	–	–	Margaret Geraghty.	–
Waterford	.	33	4066	Bennettschurch	. . .	1	0	0	–	–	–	William Keating.
Ditto	. .	36	5197	Ballygunner,	. female	4	0	0	Mary Power.	–	–	–
Ditto	. .	36	634	Butlerstown,	. . male	3	0	0	–	Edward Flinn.	–	–
Ditto	. .	36	6827	Ditto,	. female	3	0	0	–	Catherine Dalton.	–	–
Ditto	. .	36	5837	Dunmore, East	. . .	1	10	0	–	–	Ellen Woods.	–
Ditto	. .	36	6606	Passage, East,	. female	1	10	0	–	–	Bridget Rodgers.	–

VI.—List of Teachers in National Schools to whom Premiums were paid in the Year 1855, for Order, &c., &c., in accordance with the foregoing Scale.—Province of MUNSTER—*continued.*

County.	No. of District.	Roll No.	School.	Names of Teachers, Amount and Class of Premium.				
				Amount of Premium.	First Class.	Second Class.	Third Class.	Fourth Class.
				£ s. d.				
Waterford .	36	4869	Fenor, . . female	1 10 0	–	–	Anne Hogan.	–
Ditto .	36	5633	Windgap, . . female	1 10 0	–	–	Mary Crowe.	–
Ditto .	36	1777	Ballyduff, . . female	1 0 0	–	–	–	Sarah Tobin.
Ditto .	36	636	Newtown, . . male	1 0 0	–	–	–	Patrick Whelan.
Ditto .	36	1794	Tramore, . . male	1 0 0	–	–	–	James Duggan.
Ditto .	37	632	Lismore, . . male	3 0 0	–	Henry Wall.	–	–
Ditto .	37	3849	Glengarra, . . female	3 0 0	–	Margaret Walsh.	–	–
Ditto .	37	3228	Cappoquin, . . female	1 10 0	–	–	Nuns.	–
Ditto .	37	1395	Aglish, . . male	1 10 0	–	–	Hamilton Bell.	–
Ditto .	37	4514	Lismore, . . female	1 10 0	–	–	Nuns.	–
Ditto .	37	633	Ditto . .	1 10 0	–	–	M. A. Wall.	–
Ditto .	37	1289	Tallow, . . female	1 0 0	–	–	–	Nuns.
			LEINSTER.					
Carlow .	28	675	Rathvilly, . . female	3 0 0	–	Mary Murphy.	–	–
Ditto .	28	1500	Myshall, . . female	1 10 0	–	–	Kate Murphy.	–
Ditto .	28	1499	Hacketstown, . female	1 10 0	–	–	Maria Murray.	–
Ditto .	34	2124	Old Leighlin, . male	1 10 0	–	–	Michael Byrne.	–
Ditto .	34	671	Ditto, . . female	1 10 0	–	–	Mary Foran.	–
Ditto .	34	655	Carlow, . . male	1 10 0	–	–	James Mullins.	–
Dublin .	26	1149	King's Inn-street . .	4 0 0	Nuns.	–	–	–
Ditto .	26	5456	St. Peter's, . . male	1 10 0	–	–	James Cully.	–
Ditto .	26	5260	St. Mary's, . . female	1 10 0	–	–	Mary A. M'Dowel.	–
Ditto .	26	688	Baldoyle, . . female	1 10 0	–	–	Anne O'Halloran.	–
Ditto .	26	710	Howth, . . male	1 0 0	–	–	–	Michael Brennan.
Ditto .	26	6512	Josephian, . orphan,	1 0 0	–	–	–	Ellen Corr.
Ditto .	26	6234	St. Bridget's, . infant,	1 0 0	–	–	–	Mary Byrne.
Ditto .	26	4522	Corduff . . .	1 0 0	–	–	–	Mary Halligan.
Ditto .	27	5010	Andrean, No. 2 . . .	4 0 0	Daniel J. Roantree.	–	–	–
Ditto .	27	3917	Ringsend, . . male	3 0 0	–	H. Murphy.	–	–
Ditto .	27	730	Saggard . . .	3 0 0	–	Michael Murray.	–	–
Ditto .	27	6255	Haddington-road . . .	1 10 0	–	–	J. Macasey.	–
Ditto .	27	2350	St. Clares . . .	1 10 0	–	–	Jane Gerson.	–

Ditto	. .	27	739	Harold's-cross	. . .	1	10	0	–	–	J. Murphy.	–
Ditto	. .	27	748	St. Andrew's,	. female	1	10	0	–	–	Eliza Hogan.	–
Ditto	. .	27	1984	Blackrock,	. . male	1	0	0	–	–	–	J. M'Carry.
Ditto	. .	27	704	Dalkey,	. . male	1	0	0	–	–	–	William Braham.
Ditto	. .	27	3359	Ratfarnham	. . .	1	0	0	–	–	–	E. F. Murphy.
Kildare	. .	26	779	Maynooth,	. female	3	0	0	–	Nuns.	–	–
Ditto	. .	26	6749	Cadamstown,	. female	3	0	0	–	Ellen M. Traynor.	–	–
Ditto	. .	26	2169	Dernturn	. . .	1	10	0	–	–	James Collins.	–
Ditto	. .	27	1417	Ballymore-eustace,	. male	1	10	0	–	–	J. Masted.	–
Ditto	. .	29	771	Kildare,	. female	4	0	0	Nuns.	–	–	–
Ditto	. .	29	768	Suncroft	. . .	1	10	0	–	–	John Barrons.	–
Ditto	. .	29	2292	Kildangan,	. female	1	10	0	–	–	Anne Gibney.	–
Ditto	. .	29	1205	Levitstown,	. . male	1	0	0	–	–	–	Edward Scully.
Ditto	. .	29	5839	Lackagh	. . .	1	0	0	–	–	–	William P. Downey.
Ditto	. .	29	1820	Robertstown	. . .	1	0	0	–	–	–	George Hatch.
Kilkenny	. .	33	802	Cloan,	. . male	1	0	0	–	–	–	Michael J. Phelan.
Ditto	. .	33	803	Ditto,	. female	1	0	0	–	–	–	Bridget Mahony.
Ditto	. .	34	805	Chapel-lane	. . .	4	0	0	Thomas Gilmore.	–	–	–
Ditto	. .	34	5319	Innistiogue,	. female	3	0	0	–	Honoria D'Arcy.	–	–
Ditto	. .	34	1118	Castlecomer,	. male	3	0	0	–	J. J. Deighan.	–	–
Ditto	. .	34	3530	Tullaroan,	. female	1	10	0	–	–	Mary A. Jackson.	–
Ditto	. .	34	1302	Ditto,	. . male	1	0	0	–	–	–	Patrick Murphy.
Ditto	. .	34	1717	Gowran,	. . male	1	0	0	–	–	–	Michael Hogan.
Ditto	. .	34	1781	Ditto,	. female	1	0	0	–	–	–	Mary M'Evoy.
Ditto	. .	34	5198	Colliery,	. . male	1	0	0	–	–	–	Thomas Browne.
Ditto	. .	34	5199	Ditto,	. female	1	0	0	–	–	–	M. A. Agar.
Ditto	. .	36	6189	Piltown,	. . male	1	10	0	–	–	R. S. Cunningham.	–
Ditto	. .	36	6289	Templeorum,	. male	1	0	0	–	–	–	Michael Morrissy.
Ditto	. .	36	3479	Mullinavatt,	. female	1	0	0	–	–	–	Ellen Grant.
King's	. .	23	5204	Ballinagar	. . .	3	0	0	–	Patrick M'Kaigue.	–	–
Ditto	. .	23	1721	Killeigh	. . .	1	10	0	–	–	Edward Skerritt.	–
Ditto	. .	23	5778	Horseleap,	. . male	1	10	0	–	–	James Walsh.	–
Ditto	. .	29	6128	Clonegorm,	. female	1	10	0	–	–	Sarah Thompson.	–
Ditto	. .	29	818	Walshisland	. . .	1	0	0	–	–	–	Edward Fitzgerald.
Ditto	. .	30	6175	Crinkle,	. female	3	0	0	–	Mary A. Clarke.	–	–
Ditto	. .	30	6176	Coolderry,	. . male	1	10	0	–	–	James Donnelly.	–
Ditto	. .	30	6073	Mountbolus,	. female	1	10	0	–	–	Eliza Daly.	–
Ditto	. .	30	5972	Cloghan,	. female	1	10	0	–	–	Agnes Gorman.	–
Ditto	. .	30	6120	Shinrone,	. female	1	0	0	–	–	–	Sarah M'Dermott.
Longford,	. .	21	3865	Ballymahon,	. female	1	0	0	–	–	–	Margaret Rafferty.
Ditto	. .	22	1212	Granard	. . .	1	10	0	–	–	Mary A. Murphy.	–
Ditto	. .	22	856	Longford	. . .	1	10	0	–	–	Thomas M'Goey.	–
Louth,	. .	25	847	Dundalk,	. . male	4	0	0	Mathew Fleming.	–	–	–
Ditto	. .	25	5558	Dowdstown	. . .	3	0	0	–	Joseph Farrell.	–	–
Ditto	. .	25	6577	Carlingford,	. female	1	10	0	–	–	Mary A. Fitzgerald.	–
Ditto	. .	25	837	Dromiskin,	. male	1	10	0	–	–	Patrick Quinn.	–

VI.—List of Teachers in National Schools to whom Premiums were paid in the Year 1855, for Order, &c., &c., in accordance with the foregoing Scale.—Province of LEINSTER—*continued.*

County.	No. of District.	Roll No.	School.	Names of Teachers, Amount and Class of Premium.				
				Amount of Premium.	First Class.	Second Class.	Third Class.	Fourth Class.
				£ s. d.				
Louth	25	6920	Fair-street, Drogheda	1 10 0	–	–	Michael Malony.	–
Ditto	25	844	Boicetown, female	1 0 0	–	–	–	Anne Crechan.
Ditto	25	1306	Dunleer, male	1 0 0	–	–	–	John Breaky.
Ditto	25	4576	Callon, male	1 0 0	–	–	–	John Feron.
Meath	24	1421	Kilskeer, male	3 0 0	–	Edward Clarke.	–	–
Ditto	24	6468	Loughcrew	3 0 0	–	Emily Porter.	–	–
Ditto	24	4210	Kilmessan, male	1 10 0	–	–	Matthew Henry.	–
Ditto	24	2905	Baconstown, male	1 10 0	–	–	Patrick Sherlock.	–
Ditto	24	3671	Oristown, female	1 10 0	–	–	Catherine Downey.	–
Ditto	24	5007	Girley, male	1 10 0	–	–	Michael Connell.	–
Ditto	24	1917	Wilkinstown	1 0 0	–	–	–	Michael Mulligan.
Ditto	24	4524	Moyaugher, female	1 0 0	–	–	–	Margaret Berry.
Ditto	25	2844	Yellow-Furze	3 0 0	–	Francis M'Mahon.	–	–
Ditto	25	4852	Slane, female	1 10 0	–	–	Alicia Matthews.	–
Ditto	25	3181	Stamullen, male	1 10 0	–	–	Patrick M'Namee.	–
Ditto	25	6668	Donore, male	1 0 0	–	–	–	James Doran.
Ditto	26	2797	Kilcloon	1 10 0	–	–	Edward Curran.	–
Ditto	26	1494	Dunboyne, female	1 0 0	–	–	–	Maria Brady.
Queen's	29	3526	Abbeyleix, female	3 0 0	–	Nuns.	–	–
Ditto	29	1956	Maryborough, female	3 0 0	–	Nuns.	–	–
Ditto	29	892	Shanganamore,	1 10 0	–	–	John Powell.	–
Ditto	29	903	Clonaslee, female	1 10 0	–	–	Eliza Dunne.	–
Ditto	29	6208	Ballyfin, female	1 0 0	–	–	–	Charlotte Mulhall.
Ditto	30	918	Castletown, male	3 0 0	–	James Kerr.	–	–
Ditto	30	1157	Rathdowney, female	1 10 0	–	–	Catherine Marshall.	–
Ditto	30	2731	Castletown, female	1 10 0	–	–	Ellen Farrell.	–
Westmeath	21	1754	Tubberclare, male	1 10 0	–	–	John Hanlon.	–
Ditto	21	5964	Ardnagrath, female	1 10 0	–	–	Anne Seery.	–
Ditto	21	3785	Tubberclare, female	1 10 0	–	–	Mary A. Hanlon.	–
Ditto	21	1430	Anchor's Bower, male	1 0 0	–	–	–	John Fitzgerald.
Ditto	23	1315	Kilbeggan, male	4 0 0	Edward Mulcahy.	–	–	–
Ditto	23	5090	Arden	3 0 0	–	Peter Scally.	–	–
Ditto	23	6040	Tyrell's Pass, female	1 10 0	–	–	Julia Fegan.	–
Ditto	23	6283	Ballinagore, male	1 10 0	–	–	Laurence Cowan.	–
Ditto	23	4332	Moate, male	1 10 0	–	–	John M'Enroe.	–
Ditto	23	5696	Loughagar,	1 0 0	–	–	–	Eliza Wherety.

Ditto	23	943	Moyvore,	male	1 0 0	–	–	–	Laurence Fagan.
Ditto	23	944	Ditto,	female	1 0 0	–	–	–	Catherine Fagan.
Ditto	23	930	Mount Temple,	male	1 0 0	–	–	–	James Donaghy.
Ditto	23	1208	Ditto,	female	1 0 0	–	–	–	Mary Geoghegan.
Ditto	24	3555	Kinnegad,	male	4 0 0	Edward Kehoe.	–	–	–
Ditto	24	2263	Croninstown,	female	1 10 0	–	–	Bridget Bray.	–
Ditto	24	5751	Tullystown		1 0 0	–	–	–	Mary Tuite.
Ditto	24	5417	Fore,	female	1 0 0	–	–	–	Margaret Drum.
Ditto	24	5513	Castlepollard,	female	1 0 0	–	–	–	George Blake.
Wexford	35	6057	Enniscorthy,	No. 1, male	4 0 0	Daniel Kelly.	–	–	–
Ditto	35	6058	Ditto,	female	3 0 0	–	Nuns.	–	–
Ditto	35	3601	Ballygarrett,	male	3 0 0	–	William Byrne.	–	–
Ditto	35	3602	Ditto,	female	1 10 0	–	–	Judith M'Donald.	–
Ditto	35	4387	Murrentown,		1 10 0	–	–	Patrick Devereux.	–
Ditto	35	6337	Enniscorthy,	No. 2, male	1 10 0	–	–	Owen Callaghan.	–
Ditto	35	2257	Raheen,		1 10 0	–	–	Patrick Keating.	–
Ditto	35	6624	Kilturk,		1 10 0	–	–	Johanna Butler.	–
Ditto	35	960	Kilmore,	No. 1	1 0 0	–	–	–	John Cassidy.
Ditto	35	961	Ditto,	No. 2	1 0 0	–	–	–	Michael Harper.
Ditto	35	1910	Tomhaggard,		1 0 0	–	–	–	Joseph Colfer.
Ditto	35	963	Glynn,	male	1 0 0	–	–	–	John Keys.
Ditto	35	4602	Ditto,	female	1 0 0	–	–	–	M. A. Stafford.
Wicklow	27	6176	Blessington,	male	1 0 0	–	–	–	J. Clarke.
Ditto	27	4527	Hollywood,	female	1 0 0	–	–	–	B. Leonard.
Ditto	28	7074	Kilcoole,		1 10 0	–	–	Andrew Byrne.	–
Ditto	28	972	Baltinglass,	female	1 10 0	–	–	Bridget Tyrrell.	–
Ditto	28	2277	Arklow,	female	1 10 0	–	–	Catherine Tobin.	–
Ditto	28	3188	Mucklow,		1 0 0	–	–	–	John Carey.
Ditto	28	5671	Ballinahinch,		1 0 0	–	–	–	John Doyle.
Ditto	28	2434	Rathcoile,	male	1 0 0	–	–	–	Charles M'Hugh.
Ditto	28	971	Baltinglass,	male	1 0 0	–	–	–	Peter Byrne.

CONNAUGHT.

Galway	19	3560	Cornamona,		1 0 0	–	–	–	Anthony Jordan.
Ditto	20	1016	Galway,	male	4 0 0	Monks.	–	–	–
Ditto	20	4515	Newtown Smyth,		3 0 0	–	Nuns.	–	–
Ditto	20	5279	Taylor's Hill,		3 0 0	–	Nuns.	–	–
Ditto	20	6813	Oat Quarter,		1 10 0	–	–	Peter Hatton.	–
Ditto	20	6923	Kingstown,		1 10 0	–	–	Myles Joyce.	–
Ditto	20	6924	Collinamuck		1 10 0	–	–	Mary Hughes.	–
Ditto	20	6489	Sylane		1 10 0	–	–	Joseph Kilgariffe.	–
Ditto	20	6772	Bohermore,	female	1 10 0	–	–	Delia J. Burke.	–
Ditto	20	6773	Tully,	No. 2	1 0 0	–	–	–	Colman M'Donagh.

VII.—List of Teachers in National Schools to whom Premiums were paid in the Year 1855, for Order, &c., &c., in accordance with the foregoing Scale.—Province of CONNAUGHT—*continued.*

County.	No. of District.	Roll No.	School.	Names of Teachers, Amount and Class of Premium.					
				Amount of Premium.	First Class.	Second Class.	Third Class.	Fourth Class.	
				£ s. d.					
Galway	20	6472	Kilronayne,	1 0 0	–	–	–	Walter Walsh.	
Ditto	20	1219	Moycullen, male	1 0 0	–	–	–	James Kyne.	
Ditto	20	1331	Ditto, female	1 0 0	–	–	–	Mary A. M'Donagh.	
Ditto	20	6771	Bohermore, male	1 0 0	–	–	–	Peter Brennan.	
Ditto	21	1005	Woodlawn,	1 10 0	–	–	Robert L. Foreman.	–	
Ditto	21	1005	Ditto,	4 0 0	Robert L. Foreman.	–	–	–	
Ditto	21	2104	Kinclare, female	3 0 0	–	M. A. Kelly.	–	–	
Ditto	21	5146	Woodlawn, female	3 0 0	–	Eliza Wylil.	–	–	
Ditto	21	4094	Ahascragh, female	1 10 0	–	–	Mary A. Bennett.	–	
Ditto	21	4220	Isker, female	1 0 0	–	–	–	Catherine Blehain.	
Ditto	21	6701	Kilconnell, female	1 0 0	–	–	–	Honoria Burns.	
Ditto	21	1828	Isker, male	1 0 0	–	–	–	P. Naughten.	
Ditto	31	1011	Loughrea, female	4 0 0	Nuns.	–	–	–	
Ditto	31	4791	Gort, female	3 0 0	–	Mary A. Nagle.	–	–	
Ditto	31	2174	Portumna, male	1 10 0	–	–	Thomas Clarke.	–	
Ditto	31	2175	Ditto, female	1 10 0	–	–	Mary A. Clarke.	–	
Ditto	31	1010	Loughrea	1 10 0	–	–	George Gwynne.	–	
Ditto	31	4013	Irish Waste Lands	1 10 0	–	–	Michael Manning.	–	
Ditto	31	3675	Inniscaltra, female	1 0 0	–	–	–	Anne Lynch.	
Ditto	31	1000	Esker, female	1 0 0	–	–	–	Mary Bodkin.	
Ditto	31	4789	Peterswell	1 0 0	–	–	–	James Leonard.	
Ditto	31	4401	Derrybrian	1 0 0	–	–	–	James Hurley.	
Leitrim	9	2821	Ballinamore, female	3 0 0	–	Margaret Murphy.	–	–	
Ditto	9	2820	Ditto, male	1 10 0	–	–	Peter O'Neill.	–	
Ditto	9	5294	Askhill	1 10 0	–	–	Arthur Keon.	–	
Ditto	9	5684	Killygar, male	1 0 0	–	–	–	Thomas Gilpin.	
Ditto	9	6680	Diffreen, female	1 0 0	–	–	–	Bridget O'Rourke.	
Ditto	9	5841	Boynea,	1 0 0	–	–	–	Michael Travers.	
Ditto	9	6614	Kilroosk,	1 0 0	–	–	–	John Ferguson.	
Ditto	16	1125	Leitrim, male	4 0 0	Thomas Nolan.	–	–	–	
Ditto	16	1335	Drumsna, male	3 0 0	–	Michael Reynolds.	–	–	
Ditto	16	6730	Leitrim, female	1 10 0	–	–	Margaret Maguire.	–	
Ditto	16	2354	Drumsna,	1 10 0	–	–	Rebecca Hearn.	–	
Mayo	17	2827	Tourane, female	1 10 0	–	–	Honoria Walsh.	–	
Ditto	18	1750	Ballina, male	4 0 0	James O'Regan.	–	–	–	
Ditto	18	5215	Ditto, female	3 0 0	–	Nuns.	–	–	

Ditto	18	6231	Lehardane,		3 0 0	–	Thomas Kelly.	–	–
Ditto	18	2031	Swineford,	female	1 10 0	–	–	Anne Duffy.	–
Ditto	18	7018	Carramore,		1 10 0	–	–	Anthony Rowane.	–
Ditto	18	7017	Blackpatch,		1 10 0	–	–	Bridget Grady.	–
Ditto	18	6609	Pullatomas,		1 10 0	–	–	Thomas Maguire.	–
Ditto	18	2871	Clontikilly,		1 0 0	–	–	–	Jacob Ruddy.
Ditto	18	3701	Tallagh,		1 0 0	–	–	–	Thady Kane.
Ditto	18	3299	Drimgallagh,		1 0 0	–	–	–	Pat. Donnellan.
Ditto	18	4157	Garracloon,		1 0 0	–	–	–	Michael M'Nulty.
Ditto	19	6747	Ballinrobe,		4 0 0	John Reynolds.	–	–	–
Ditto	19	6816	Cong,	female	3 0 0	–	Mary Donnellan.	–	–
Ditto	19	6794	St. Patrick's,		3 0 0	–	William Bowen.	–	–
Ditto	19	5129	Louisburgh,	female	1 10 0	–	–	Maria Scanlan.	–
Ditto	19	4107	Plovervale,		1 10 0	–	–	Edward Mullee.	–
Ditto	19	4828	Ballendine,	female	1 10 0	–	–	Mary Fogarty.	–
Ditto	19	4394	Balla,	female	1 10 0	–	–	Mary Kavanagh.	–
Ditto	19	5757	Burrisacarra,	female	1 10 0	–	–	Margaret Hynes.	–
Ditto	19	4222	Cappaduff,	female	1 0 0	–	–	–	Eliza Bolton.
Ditto	19	6600	Castlebar,	male	1 0 0	–	–	–	Henry Lynch.
Ditto	19	5120	Lehinch,		1 0 0	–	–	–	Thomas Fox.
Ditto	19	5937	Prizon,		1 0 0	–	–	–	Michael Corless.
Roscommon	16	6299	Callow,	female	3 0 0	–	Bridget Sharkey.	–	–
Ditto	16	6298	Ditto,	male	1 10 0	–	–	James Doulon.	–
Ditto	16	1753	Elphin,	male	1 10 0	–	–	John Towey.	–
Ditto	16	3695	Ditto,	female	1 10 0	–	–	Catherine M'Causland.	–
Ditto	16	3910	Lisdrumneal		1 0 0	–	–	–	Peter Corcoran.
Ditto	16	3582	Drum and Erris		1 0 0	–	–	–	Edward O'Flaherty.
Ditto	16	5923	Elphin, No. 2,	male	1 0 0	–	–	–	John Moore.
Ditto	16	5924	Ditto,	female	1 0 0	–	–	–	Jane Cullam.
Ditto	16	3121	Crosna,	female	1 0 0	–	–	–	Catherine Golden.
Ditto	21	1607	Cornafulla,	male	1 10 0	–	–	Francis Durney.	–
Sligo	9	3774	Cliffoney,	female	4 0 0	Susan Tomlinson.	–	–	–
Ditto	9	3798	Strandhill		1 0 0	–	–	–	Lawrence Ballantine.
Ditto	17	1213	Geevagh,	male	4 0 0	Thomas Clarke.	–	–	–
Ditto	17	4802	Cloonacool,	male	3 0 0	–	Martin Barnett.	–	–
Ditto	17	1526	Lisaheenan,	female	3 0 0	–	Catherine Graham.	–	–
Ditto	17	4106	Kilrishaghter		1 10 0	–	–	Owen Melville.	–
Ditto	17	4681	Kilfree		1 10 0	–	–	Michael M'Gauran.	–
Ditto	17	2996	Tubbercurry,	female	1 10 0	–	–	Matilda Nicholson.	–
Ditto	17	1525	Camphill,	female	1 10 0	–	–	Mary M'Donnell.	–
Ditto	17	3455	Carrenree		1 0 0	–	–	–	Patrick O'Hara.
Ditto	17	2994	Ballinlig		1 0 0	–	–	–	John O'Hara.
Ditto	17	3767	Ballymote,	male	1 0 0	–	–	–	John Mayo.
Ditto	17	1567	Gurtelough,	female	1 0 0	–	–	–	Mary Heally.
Ditto	17	6896	Crocketstown,	female	1 0 0	–	–	–	Jane M'Cluskey.

VII.—List of Teachers of Workhouse Schools to whom Gratuities were paid in the Year 1855, in accordance with the following Scale.

Scale of Gratuities to Masters and Mistresses of Workhouse Schools in connexion with the Board of National Education.

The Commissioners of National Education have resolved, with the concurrence of the Poor Law Commissioners, to award annual gratuities to a certain number (Forty Males and Forty Females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

The Gratuities are divided into two Classes:—

For Male Teachers, { First Class, . . Twenty at £6 a Year each. / Second Class, . . Twenty at £4 a Year each. | For Female Teachers, { First Class, . . Twenty at £5 a Year each. / Second Class, . Twenty at £3 a Year each.

The payment will be made half-yearly, with the usual issue of Salary to Teachers of National Schools, after the 31st March, and 30th September, in each Year.

It is to be distinctly understood that such gratuities are given in *addition* to the Salaries paid to the Teachers of Workhouse Schools under the provision of the Poor Law Act.

No Teacher is precluded from receiving the gratuity two or more years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having once received it, is not thereby *entitled* to a continuance of it.

Maurice Cross, James Kelly, } *Secretaries.*

ULSTER.

County.	No. of District.	Roll No.	School.	Amount of Gratuity Awarded.	Names of Teachers, Amount and Class of Gratuity.			
					Male Teachers.		Female Teachers.	
					First Class.	Second Class.	First Class.	Second Class.
				£ s. d.				
Down . .	13	3063	Banbridge	2 10 0	–	–	Anne J. M'Cormack.	–
Tyrone . .	6	6315	Strabane	2 0 0	–	James Witter.	–	–

MUNSTER (*Nil*).

LEINSTER.

Kilkenny .	34	3378	Callan	1 10 0	–	–	–	Mary Callaghan.

CONNAUGHT (*Nil*).

VIII.—TABLE showing the Number of National Schools in Operation, and the Number of Children on the Rolls, for the half-years ending 31st March and 30th September, 1855, with the average daily attendance for the same periods, as returned by the Managers; the Number of Schools towards the erection of which the Commissioners have made Grants, but not come into operation on the 31st December, 1855, and the expected Attendance upon them; the Number of Suspended Schools; the Number of Schools Struck-off; with the Number on the Rolls and the Average Daily Attendance upon them for the portion of the year during which they were open, the Amount of Aid received by them during the year, and their Outstanding Grants then cancelled.

ULSTER—Operation Schools, 1,882. Building Schools, 15. Suspended Schools, 7. Struck-off Schools, 105.

PROVINCE.	COUNTY.	OPERATION SCHOOLS. No. of Schools in operation on the 31st Dec., 1855.	No. of Children on the Rolls, as returned by the Managers for the Half-years ending 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females.	Total.	Average daily Attendance of Pupils for Half-year ending 31st March, 1855.	30th Sept., 1855.	Number of Teachers, Assistants, Workmistresses, and Monitors. Teachers. Males.	Females	Assistants. Males.	Females	Workmistresses and Teachers of Subscriptions.	Monitors. Males.	Females	Total No. of Teachers, &c.	Aid granted during the year ending the 31st December, 1855. Repairs of Houses Vested in Commissioners. £ s. d.	School Requisites at Reduced prices. £ s. d.	Free Stock. £ s. d.	Amount paid during the Year to Teachers of all Classes in Salaries Gratuities, Premiums, &c. £ s. d.	Local Contribution, in the way of School Fees and Subscriptions, received by Teachers during the Year in aid of Salaries. School Fees. £ s. d.	Subscriptions. £ s. d.	Total Amount of Local Contributions. £ s. d.	BUILDING SCHOOLS ON THE 31ST DECEMBER, 1855. No. of Building Schools, on 31st December, 1855.	Expected Attendance. Males.	Females	Total.	Building and Fitting-up Aid outstanding 31st Dec., 1855. £ s. d.	Amount of Local Contribution towards Building and Fitting-up. £ s. d.	No. of SCHOOLS SUSPENDED, but not struck off the Rolls.	STRUCK OFF SCHOOLS. No. of Schools struck off during the Year 1855.	No. of Children on the Rolls, as returned by the Managers, for the portion of the Half-year during which the Schools were open. 31st March, 1855. Males.	Females.	Total.	30th September, 1855. Males.	Females	Total.	Average daily Attendance of Pupils for the portion of the Half-year during which the Schools were open. 31st March, 1855.	30th Sept., 1855.	Aid Cancelled during the year 1855. Building.	Fitting-up.	Aid Granted during the Year ending 31st December, 1855. School Requisites at Reduced prices. £ s. d.	Free Stock. £ s. d.	Amount of Salary paid during the year. £ s. d.	Local Contribution, in Fees and Subscriptions, during the Year in	School Fees. £ s. d.	Subscrip
ULSTER.	Antrim,	348	16,407	11,742	28,149	16,957	14,010	30,967	12,933	14,900	279	72	11	16	16	8	418	41 1 0	576 18 8	298 5 3	7,399 8 1	2,650 0 10	875 19 3	3,525 0 0	8	1,023	538	1,561	—	—	—	1	17	318	179	497	317	259	576	196	248	50 0 0	5 12 6	4 7 10	7 10 0	222 0 0	35 7 0	61 17
	Armagh,	119	6,122	4,151	10,273	6,510	4,788	11,298	4,578	4,947	88	30	10	4	7	3	150	10 16 5	164 1 9	120 4 0	2,382 10 0	533 17 9	316 17 5	850 15 2	2	100	50	150	196 18 0	98 9 0	—	4	153	83	236	162	57	219	80	100	—	—	0 10 4	—	29 15 0	8 10 0	2 0
	Cavan,	178	7,705	6,310	14,024	7,844	6,693	14,537	6,476	6,893	125	57	2	1	10	7	211	—	185 18 1	180 13 6	3,081 16 8	473 1 2	83 15 9	556 16 11	—	—	—	—	—	—	—	6	156	178	334	62	42	104	128	72	—	—	0 10 10	1 10 0	49 5 0	11 8 5	—
	Donegal,	240	10,999	7,850	18,849	9,344	7,155	16,499	8,577	7,113	193	53	—	5	15	12	284	58 6 3	242 13 1	155 9 8	3,705 3 4	707 6 2	391 16 7	1,099 2 9	5	360	200	560	300 0 0	150 0 0	2	21	455	280	735	269	240	509	361	235	66 13 4	7 10 0	6 3 3	7 10 0	187 16 8	25 4 5	7 4
	Down,	293	13,023	8,824	21,847	14,265	11,499	25,764	10,440	12,497	234	65	9	4	13	17	352	27 4 3	465 10 10	266 3 8	6,003 3 4	2,450 17 0	630 3 1	3,081 0 1	—	—	—	—	—	—	—	12	94	62	156	62	57	119	60	58	—	—	4 1 8	1 10 0	91 0 0	9 11 8	—
	Fermanagh,	132	5,254	3,364	8,618	5,254	3,801	9,055	3,647	3,861	113	18	—	—	5	5	144	19 15 4	124 6 1	107 14 6	2,397 17 6	410 10 2	71 3 6	481 13 8	—	—	—	—	—	—	—	5	48	112	160	115	152	267	59	134	—	—	—	—	68 10 10	8 12 9	0 5
	L. Derry,	172	7,094	5,352	12,446	6,498	5,908	12,406	6,021	6,125	134	42	2	—	13	16	211	—	260 17 11	231 3 9	3,156 3 4	813 19 1	531 13 8	1,345 12 9	—	—	—	—	—	—	—	7	149	121	270	140	127	267	124	108	—	—	2 2 5	1 10 0	125 6 8	19 5 8	26 0
	Monaghan,	136	6,962	4,748	11,710	6,308	4,828	11,136	4,468	4,536	117	24	—	—	12	9	165	15 0 0	96 1 8	96 11 8	3,023 13 6	487 14 10	208 0 3	695 15 1	—	—	—	—	—	—	—	6	177	116	293	155	98	253	78	63	—	—	3 10 1	—	79 10 0	7 5 0	—
	Tyrone,	264	11,814	8,298	20,112	10,372	7,895	18,267	9,435	8,120	211	56	1	1	15	16	305	43 14 0	295 4 9	168 18 6	5,053 17 9	991 13 1	238 8 4	1,230 1 5	—	—	—	—	—	—	—	27	489	478	967	442	463	905	497	420	—	—	7 0 8	6 0 0	353 18 4	46 3 4	8 10
	Total,	1,882	84,950	60,648	145,598	83,352	66,571	149,923	66,575	68,952	1,494	417	35	31	106	101	56	2,240	215 17 3	2,480 5 0	1,624 14 6	36,895 13 6	9,519 0 1	3,397 17 10	12,916 17 11	15	1,483	788	2,271	496 18 0	248 9 0	7	105	2,049	1,609	3,658	1,724	1,495	3,219	1,283	1,438	116 13 4	13 2 6	28 7 1	25 10 0	1,198 2 6	172 8 3	105 16
MUNSTER.	MUNSTER—Operation Schools, 1,270. Building Schools, 10. Suspended Schools, 4. Struck-off Schools, 42.																																																			
	Clare,	160	9,782	8,237	18,019	10,364	9,327	19,691	8,719	9,957	98	55	14	6	14	12	5	204	113 0 8	242 9 10	178 19 8	3,080 9 0	597 18 0	134 15 0	732 13 0	3	140	100	240	312 0 0	156 0 0	—	2	—	—	—	—	—	—	—	—	—	—	18 10 7	1 10 0	15 11 8	—	—
	Cork,	461	28,876	27,793	53,669	30,428	31,766	62,194	22,520	30,953	302	213	42	24	27	38	23	669	68 15 0	734 14 10	462 0 0	10,026 10 9	1,995 14 8	731 2 7	2,726 17 3	4	280	240	520	223 3 4	111 11 8	2	13	272	111	383	282	130	412	115	233	66 13 4	7 10 0	1 7 2	—	97 12 6	22 2 6	—
	Kerry,	176	9,355	10,365	19,720	10,139	11,482	21,621	9,595	11,407	117	85	11	5	12	14	8	253	—	297 7 6	149 9 6	3,685 12 6	536 2 8	229 16 0	—	—	—	—	—	—	—	1	6	—	36	36	—	42	42	78	89	50 0 0	5 12 6	3 19 9	—	71 19 8	5 10 0	—
	Limerick,	134	9,038	11,849	20,907	10,722	13,917	24,639	9,882	13,135	99	81	22	15	10	15	14	247	121 15 7	369 8 5	277 8 0	5,310 11 10	471 8 1	153 12 2	625 0 3	2	100	50	150	198 6 8	99 3 4	1	10	136	73	209	163	137	335	113	157	134 0 0	15 0 0	4 16 6	1 17 6	88 3 4	10 11 1	—
	Tipperary,	224	13,853	12,510	25,363	13,465	13,187	26,652	12,042	13,220	162	74	19	12	15	16	12	310	37 0 10	363 4 0	269 0 9	4,597 2 8	1,120 4 4	349 10 2	1,469 14 6	—	—	—	—	—	—	—	6	12	895	907	6	811	817	349	344	—	—	6 9 1	—	34 10 0	57 0 3	—
	Waterford,	101	4,923	5,556	10,479	5,523	6,090	11,613	5,196	6,239	56	50	7	6	6	14	12	151	50 2 4	177 15 5	153 1 2	2,202 7 4	442 3 5	268 14 0	710 17 5	1	60	40	100	74 3 4	37 1 8	—	5	143	150	293	134	155	289	111	151	—	—	1 19 4	1 10 0	47 15 0	51 0 8	—
	Total,	1,270	71,847	76,310	148,157	80,641	85,769	166,410	67,954	85,311	825	559	115	68	84	109	74	1,834	390 14 5	2,184 19 10	1,489 19 1	26,932 13 3	5,690 13 6	2,250 11 0	7,941 4 6	10	580	430	1,010	807 13 8	403 16 10	4	42	563	1,265	1,828	590	1,275	1,865	766	974	250 13 4	28 2 6	37 2 5	8 5 0	355 12 2	146 4 6	—
LEINSTER.	LEINSTER—Operation Schools, 1,249. Building Schools, 5. Suspended Schools, 5. Struck-off Schools, 22.																																																	
	Carlow,	59	2,884	3,396	6,280	3,274	3,574	6,848	2,471	3,059	32	30	4	3	3	3	5	80	—	82 0 4	17 5 0	1,396 1 2	191 12 10	49 16 0	241 8 10	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Dublin,	168	13,808	14,811	28,619	14,774	17,449	32,223	12,611	15,254	83	120	22	39	14	24	19	321	23 8 3	475 0 10	268 0 2	4,154 6 6	886 7 11	911 2 3	1,797 10 2	—	—	—	—	—	—	—	2	4	—	16	16	—	16	16	9	9	—	—	—	—	—	—	—
	Kildare,	91	4,288	4,314	8,602	4,662	4,593	9,255	3,811	4,399	53	42	1	—	4	10	7	117	—	130 10 5	94 19 0	1,931 1 10	471 8 1	637 0 3	—	—	—	—	—	—	—	—	2	27	53	85	36	92	128	36	56	—	—	3 15 10	1 17 6	24 5 0	—	15 0 0
	Kilkenny,	138	7,796	5,934	14,730	8,372	7,772	16,144	6,324	7,883	101	65	10	9	6	13	16	220	—	223 8 5	155 1 10	3,129 13 10	638 16 5	338 10 9	977 7 2	1	60	40	100	120 0 0	60 0 0	—	—	—	—	—	—	—	—	—	—	0 14 11	1 10 0	27 6 8	4 13 4	—
	King's,	85	4,423	4,477	8,900	4,860	4,904	9,764	3,706	4,202	62	27	2	2	10	6	2	111	—	102 14 3	57 10 0	1,758 6 0	363 19 1	209 19 10	564 18 11	1	40	35	75	99 0 0	45 0 0	—	1	25	22	47	20	18	38	37	38	—	—	—	—	—	—	—
	Longford,	66	3,386	3,206	6,592	3,327	3,277	6,604	2,984	2,962	43	25	1	1	2	4	3	80	—	83 11 11	40 2 6	1,099 8 4	179 16 0	52 5 10	232 1 10	—	—	—	—	—	—	—	1	1	24	128	152	30	154	184	71	83	—	—	11 6 8	2 0 0	—
	Louth,	80	5,346	5,378	10,724	5,620	5,044	10,664	4,346	4,685	52	41	7	1	4	4	4	113	—	128 1 3	73 2 0	1,755 16 2	348 12 9	289 0 1	637 12 10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1 19 6	1 17 6	14 0 0	9 0 9	—
	Meath,	141	5,553	5,698	11,251	5,822	6,207	12,029	5,238	5,774	90	56	1	3	14	7	10	181	—	210 9 9	146 12 3	2,661 10 8	525 14 11	571 19 7	1,097 14 6	—	—	—	—	—	—	—	1	6	171	221	332	191	225	416	163	174	—	—	—	—	—	—	—
	Queen's,	84	4,104	4,594	8,698	4,053	4,606	8,659	3,495	3,656	60	32	1	1	7	4	4	109	—	100 4 9	58 5 0	1,721 8 8	295 1 3	196 10 3	492 11 6	—	—	—	—	—	—	—	—	3	—	403	403	7	379	386	166	178	66 13 4	7 10 0	3 4 1	—	100 16 8	18 7 8	6 17 0
	Westmeath,	110	4,646	4,464	9,110	4,931	4,799	9,730	3,967	4,472	65	48	2	1	7	7	4	134	—	116 2 11	90 7 4	2,039 15 2	325 15 0	180 13 7	506 8 7	—	—	—	—	—	—	—	1	31	38	69	37	46	83	32	38	—	—	1 1 10	—	9 0 0	1 0 4	—
	Wexford,	131	6,339	6,301	12,640	7,063	7,837	14,900	4,918	7,077	90	51	3	4	1	9	5	163	—	140 7 11	115 9 7	2,455 16 8	694 9 11	121 18 11	723 8 10	2	90	60	150	111 5 0	55 12 6	—	2	—	38	38	—	32	32	16	12	—	—	—	—	13 3 4	1 7 0	—
	Wicklow,	76	3,403	3,311	6,714	3,929	3,940	7,469	2,646	3,659	52	27	2	2	4	6	1	94	—	117 15 1	50 0 0	1,587 13 4	335 8 0	284 17 10	620 5 10	1	60	40	100	74 3 4	37 1 8	—	1	39	—	39	46	—	46	16	21	—	—	0 13 11	—	19 0 0	3 8 2	—
	Total,	1,249	65,976	66,784	132,760	70,587	73,602	144,189	56,529	67,053	783	565	56	66	76	97	80	1,723	23 8 3	1,910 16 10	1,167 0 5	25,570 18 11	5,168 2 2	3,353 7 1	8,521 9 3	5	250	175	425	395 8 4	197 14 2	5	22	317	924	1,241	367	962	1,329	516	609	66 13 4	7 10 0	11 10 1	4 5 0	238 18 4	39 17 3	21 17 0
CONNAUGHT.	CONNAUGHT—Operation Schools, 723. Building Schools, 15. Suspended Schools, 7. Struck-off Schools, 40.																																																
	Galway,	183	9,611	10,096	19,707	9,660	11,095	20,755	8,863	9,181	113	87	3	4	12	10	18	247	75 3 4	212 17 2	213 6 5	3,176 3 9	357 4 9	401 3 8	758 8 5	3	160	115	275	330 0 0	165 0 0	6	8	153	95	248	132	73	205	104	103	96 13 4	5 5 0	—	—	48 16 8	6 15 6	12 10
	Leitrim,	130	6,750	5,599	12,349	7,277	6,709	13,986	4,596	5,022	101	34	—	—	21	7	1	164	80 7 3	147 17 1	108 4 0	2,452 10 0	283 10 10	113 12 6	397 3 4	—	—	—	—	—	—	—	5	30	65	104	17	51	68	50	25	—	—	—	—	42 10 10	0 9 6	—
	Mayo,	195	10,015	7,872	17,887	9,249	7,582	16,831	7,393	6,648	133	67	6	2	14	14	9	245	161 1 2	195 5 8	128 3 9	3,255 4 6	345 19 9	201 5 0	547 4 9	11	540	410	950	1,157 5 0	578 12 6	—	21	567	274	841	423	212	632	407	306	111 5 0	—	1 15 10	—	42 10 10	0 9 6	—
	Roscommon,	119	5,866	5,021	10,887	6,361	5,952	12,313	4,417	5,156	73	45	2	2	14	12	3	157	29 4 8	140 12 1	134 0 0	2,120 4 2	208 12 11	128 1 0	336 13 11	1	40	35	75	90 0 0	45 0 0	—	3	—	—	—	—	—	—	—	—	—	—	5 3 5	—	196 8 4	11 8 11	0 10
	Sligo,	96	5,690	5,272	10,962	5,846	5,632	11,498	4,209	4,565	71	29	4	2	9	4	2	138	67 1 4	114 1 6	72 14 6	2,035 13 4	244 13 11	140 19 11	385 13 10	—	—	—	—	—	—	—	1	3	113	83	196	97	78	175	56	68	66 13 4	7 10 0	—	—	16 0 0	—	—
	Total,	723	37,932	33,860	71,792	38,393	36,990	75,383	29,808	31,172	497	262	15	10	81	53	33	951	415 17 9	810 13 6	656 8 8	13,039 15 9	1,540 2 2	985 2 1	2,525 4 3	15	740	530	1,300	1,577 5 0	788 12 6	7	40	872	517	1,389	666	414	1,080	617	502	274 11 8	12 15 0	7 11 3	1 10 0	359 15 10	21 4 6	13 0
	GENERAL SUMMARY IN PROVINCES OF THE 5,124 SCHOOLS IN OPERATION, OF 45 BUILDING SCHOOLS, OF 23 SUSPENDED SCHOOLS, AND OF THE 209 SCHOOLS STRUCK OFF.																																																
PROVINCE.	ULSTER,	1,882	84,950	60,648	145,598	83,352	66,571	149,923	66,575	68,952	1,494	417	35	31	106	101	56	2,240	215 17 3	2,480 5 0	1,624 14 6	36,895 13 6	9,519 0 1	3,397 17 10	12,916 17 11	15	1,483	788	2,271	496 18 0	248 9 0	7	105	2,049	1,609	3,658	1,724	1,495	3,219	1,283	1,438	116 13 4	13 2 6	28 7 1	25 10 0	1,198 2 6	172 8 3	105 16
	MUNSTER,	1,270	71,847	76,310	148,157	80,641	85,769	166,410	67,954	85,311	825	559	115	68	84	109	74	1,834	390 14 5	2,184 19 10	1,489 19 1	26,932 13 3	5,690 13 6	2,250 11 0	7,941 4 6	10	580	430	1,010	807 13 8	403 16 10	4	42	563	1,265	1,828	590	1,275	1,865	766	974	250 13 4	28 2 6	37 2 5	8 5 0	355 12 2	146 4 6	—
	LEINSTER,	1,249	65,976	66,784	132,760	70,587	73,602	144,189	56,529	67,053	783	565	56	66	76	97	80	1,723	23 8 3	1,910 16 10	1,167 0 5	25,570 18 11	5,168 2 2	3,353 7 1	8,521 9 3	5	250	175	425	395 8 4	197 14 2	5	22	317	924	1,241	367	962	1,329	516	609	66 13 4	7 10 0	11 10 1	4 5 0	238 18 4	39 17 3	21 17 0
	CONNAUGHT,	723	37,932	33,860	71,792	38,393	36,990	75,383	29,808	31,172	497	262	15	10	81	53	33	951	415 17 9	810 13 6	656 8 8	13,039 15 9	1,540 2 2	985 2 1	2,525 4 3	15	740	530	1,300	1,577 5 0	788 12 6	7	40	872	517	1,389	666	414	1,080	617	502	274 11 8	12 15 0	7 11 3	1 10 0	359 15 10	21 4 6	13 0
	Total,	5,124	260,705	237,602	498,307	272,973	262,932	535,905	220,866	252,488	3,599	1,803	221	175	347	360	243	6,748	1,015 17 8	7,386 15 2	4,938 2 8	102,439 1 5	21,917 17 11	9,986 18 0	31,904 15 11	45	3,053	1,953	5,006	3,277 5 0	1,638 12 6	23	209	3,801	4,315	8,116	3,347	4,146	7,493	3,212	3,523	708 11 8	61 10 0	84 10 10	39 10 0	2,152 8 10	379 14 6	140 13

Additional Attendance upon Schools to which Salaries were granted from 30th September to 31st December, 1855,	2,341	—	—	
Total Attendance upon the 5,124 Schools in operation on the 31st December, 1855,	538,246	—	—	

Training Department,	—	—	—
Ballymoney Model Agricultural Building,	—	1,260 4 4	—
Munster ditto	—	48 0 0	—
Suspended Schools,	1 18 5	73 16 8	—
Extra to Model Schools,	7 10 0	147 0 0	—
Ditto to Ordinary Schools,	—	—	—
	—	182 17 0	—
Total to Schools in connexion on the 31st December, 1855,	7,388 13 7	6,205 17 0	102,890 15 1
Total to Schools struck off during the year,*	84 10 10	39 10 0	2,152 8 10
Total,	7,473 4 5	6,245 7 0†	105,043 3 11‡

	—	—
	—	—
	—	—
	—	—
	—	—
	—	—
	21,917 17 11	9,986 18 0
	1,540 13 11	520 7 6
	22,315 12 5	10,127 11 0

APPENDIX C.

I. Lists of New Schools taken on during the Year:
   No. 1.—List of Schools to which Salary and Books, or Books only were Granted.
   No. 2.—List of Schools to which Building and Fitting-up Grants were made.
II. Lists of Evening and Industrial Schools:
   No. 1.—List of Evening Schools.
   No. 2.—List of Industrial Schools.
III. Lists of Agricultural Schools in Operation or in course of Building.
IV. Lists of Operation Schools which do not receive Salaries from the Board.
V. List of Convent and Monastic Schools.
VI. Building Cases brought into Operation during the Year.

I.

STATISTICS (Nos. 1 and 2) of ONE HUNDRED AND FIFTY-FOUR APPLICATIONS upon which Grants were made by the Commissioners of National Education during the Year ending the 31st December, 1855.

No. 1.—LIST of ONE HUNDRED AND FORTY SCHOOLS, to which Grants of Salaries and Books, or Books only, were made, and which are included in Appendix B, No. I.

NOTE.—The Schools marked thus (*) were struck off during the year.

ULSTER—53 Schools.

COUNTY OF ANTRIM—9 Schools.

Roll No.	Parish.	School.		Annual Rate of Salary.
				£
7178	Ballymoney, .	Ballymoney, temp.	f.	10
7198	Romoar, .	Glenshesk, No. 2, .		15
7239	Shankill, .	Alfred-st. (Belfast),		10
7262	Shankill, .	Alexander-st., West, (Belfast), . .		14
7265	Craig's, . .	Tullygrawley, .		11
7280	Shankill, .	Smithfield, .	m.	20
7281	Ditto, .	Ditto, .	f.	20
7284	Skerry, . .	Cloughwater, . .		20
7319	Shankill, .	Wolfhill, . .		26
		Total, . .		146

COUNTY OF ARMAGH—7 Schools.

7181	Keady, . .	Crossmore, Keady, .		11
7199	Upper Creggan,	Clonalig, . .		11
7200	Loughgilly, .	Derrycuhane, . .		11
7253	Derrynoose, .	Madden, . .		11
7266	Eglish, . .	Tullysaran, . .		20
7301	Forkhill,' .	Dromintee, . .		14
7320	Ballymore, .	Poyntzpass, . .		14
		Total, . .		92

COUNTY OF CAVAN—8 Schools.

7201	Mullagh, .	Mullagh, . .		13
7219	Templeport, .	Arderragh, . .		11
7234	Kilbride, .	Garrysallagh,	f.	16
7255	Killeshandra, .	Killeshandra,	m.	18
7256	Ditto, .	Ditto,	f.	10
7276	Castlerahan, .	Ballyjamesduff, .		12
7282	Templeport, .	Cappanagh, . .		10
7293	Denn, . .	Denn, . .	f.	10
		Total, . .		100

COUNTY OF DONEGAL—2 Schools.

7220	Stranorlar, .	Ballybofey, . .		15
7235	Templecrone, .	Gortnessy, . .		15
		Total, . .		30

COUNTY OF DOWN—12 Schools.

Roll No.	Parish.	School.		Annual Rate of Salary.
				£
7179	Magheradrool,	Drumaness, . .		11
7221	Ballycutler, .	Strangford, . .		11
7229	Loughin Island,	Drumaroad, . .		18
7240	Knockbreda, .	Lagan Village, .		11
7267	Lower Drumgooland, .	Magheramayo,	f.	10
7268	Ballykinlar, .	Ballykinlar, .	m.	22
7272	Down, . .	John-street, . .		–
7283	Newry, .	Mill-street, . .		20
7286	Dromore, .	Magherabeg, . .		14
7298	Hollywood, .	Knocknagoney, .		26
7306	Clonduff, .	Ballygorianmore, .		14
7321	Newtownards,	Moville-street, .		20
		Total, . .		177

COUNTY OF FERMANAGH—2 Schools.

7257	Galloon, .	Derryginaddy, .	15
7307	Aughavea, .	Brookeboro, . .	14
		Total, . .	29

COUNTY OF LONDONDERRY—3 Schools.

7186	Faughanvale, .	Templemoyle, mod. ag.	30
7277	Tamlaght O'Crilly,	Boveedy, . .	12
7297	Maghera, .	Maghera, Parish, .	14
		Total, . .	106

COUNTY OF MONAGHAN—2 Schools.

7269	Monaghan, .	Monaghan, No. 2, .	11
7308	Tedavnet, .	Barrititoppy, . .	14
		Total, . .	25

COUNTY OF TYRONE—8 Schools.

7184	LowerBadoney,	Gortin, . .	m.	18
7185	Ditto, .	Ditto, .	f.	15
7202	Kildress, .	Drumshambo,	f.	16
7204	Kilkeney, .	Cluncandra, . .		15
7289	Termonmaguirk	Brackey, . .		20
7290	Camus, . .	Strabane, .	f.	12
7322	Errigle, Keerogue, .	Falahern, . .		14
7323	Termonamongan	Tullyclar, . .		20
		Total, . .		130

SUMMARY OF ULSTER.

County.	Salary.	No. of Schools.
	£	
Antrim,	146	9
Armagh,	92	7
Cavan,	100	8
Donegal,	30	2
Down,	177	12
Fermanagh,	29	2
Londonderry,	106	3
Monaghan,	25	2
Tyrone,	130	8
Total,	835	53

MUNSTER—39 Schools.

COUNTY OF CLARE—5 Schools.

Roll No.	Parish.	School.		Annual Rate of Salary.
				£
7205	Inchicronan,	Drambaniff,		11
7236	O'Brien'sBridge	Ballycorney,	m.	15
7294	Kilchreest,	Lack,		14
7299	Kilrush,	Kilrush,	f.	–
7315	Drumcliff,	Ennis,	f.	–
		Total,		40

COUNTY OF CORK—5 Schools.

7241	Barnahely,	Ringaskiddy,	f.	16
7242	Inniscarra,	Cloghroe,	m.	23
7243	Ditto,	Ditto,	f.	15
7270	Fanbobbus,	Fogher,		16
7295	Clondrohide,	Muniflugh,		9
		Total,		81

COUNTY OF KERRY—1 School.

7244	Ventry,	Ventry,	f.	10
		Total,		10

COUNTY OF LIMERICK—13 Schools.

7206	Killeady,	Ashford,		16
7207	Templebredan,	Knockane,	f.	14
7208	Knocklong,	Knocklong,		17
7222	Banogue,	Banogue,	m.	20
7223	Ditto,	Ditto,	f.	10
7224	Ballygran,	Ballygran,		11
7230	Abbeyfeale,	Meenkilly,		11
7237	Kilflynn,	Ballyorgan,		11
7263	Doon,	Bilboa,		14
7273	Ulla,	Ulla,	m.	17
7274	Ditto,	Ditto,	f.	17
7309	Killeedy,	Raheenagh,	f.	12
7310	Killculane,	Herbertstown,	f.	12
		Total,		184

COUNTY OF TIPPERARY—10 Schools.

Roll No.	Parish.	School.		Annual Rate of Salary.
				£
7196	Clonmore,	Clonmore,	f.	10
7209	Cullen,	Cullen,	f.	10
7231	Drangan,	Drangan,	m.	20
7232	Ditto,	Ditto,	f.	16
7245	Cullen,	Cullen,	m.	11
7254	Athassel and Killickmurray,	Laganstown,		11
7258	Newcastle,	Newcastle,		11
7278	Rathflynn,	Curraghpoor,		14
7291	Ballingarry,	Boulakeale,		32
7302	Moyne,	Killemakille,		14
		Total,		149

COUNTY OF WATERFORD—5 Schools.

7210	Carrickbeg,	Carrickbeg,	f.	17
7225	Cloonegan,	Mayfield,	m.	22
7226	Ditto,	Ditto,	f.	25
7311	Lismore and Mocollop,	Mountmellary,	f.	12
7314	Ditto,	WaterfordMechanics' Institute, Evening,		–
		Total,		76

SUMMARY OF MUNSTER.

County.	Salary.	No. of Schools.
	£	
Clare,	40	5
Cork,	31	5
Kerry,	10	1
Limerick,	184	13
Tipperary,	149	10
Waterford,	76	5
Total,	540	39

LEINSTER—24 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—4 Schools.

Roll No.	Parish.	School.		Annual Rate of Salary.
				£
7182	Dalkey,	Dalkey, No. 2,	f.	–
7187	St. Paul's,	North Dublin, W.H.		..
7246	Old Connaught	Little Bray,	f.	10
7275	Holmpatrick,	Grange,		14
		Total,		24

COUNTY OF KILDARE—3 Schools.

Roll No.	Parish.	School.		Annual Rate of Salary.
				£
7296	Ardkill, .	Derrinturn, .	f.	12
7300	Narraghmore,	Crookstown, .	.	17
7303	Ditto, .	Ballymount, .	.	24
		Total, .	.	53

COUNTY OF KILKENNY—7 Schools.

7211	Muckalee, .	Garrygaw,temporary,		24
7227	Lisnateigue, .	Moonroe, .	.	24
7228	Dysart, . .	Muckalee, .	f.	15
7247	Clara, . .	Churchclara, .	.	11
7259	Kilmacow, .	Kilmacow, .	m.	32
7260	Ditto, .	Ditto, .	f.	10
7312	Burnchurch, .	Burnchurch, .	.	38
		Total, .	.	154

COUNTY OF KING'S—Nil.

COUNTY OF LONGFORD—1 School.

7324	Killoe, . .	Drumlish, .	m.	14
		Total, .	.	14

COUNTY OF LOUTH—Nil.

COUNTY OF MEATH—3 Schools.

7233	Rodanstown, .	Dolanstown, .	.	20
7248	Castlejordan,	Castlejordan, .	m.	18
7252	Ditto, .	Ditto, .	f.	10
		Total, .	.	48

COUNTY OF QUEEN'S—1 School.

7183	Rosenallis, .	Mountmellick,conv.f.		–
		Total, .	.	–

COUNTY OF WESTMEATH—2 Schools.

7212	C.-T.-Delvin .	Rosmead, .	.	18
7249	Ballymore, .	Moyvaughley,	.	15
		Total, .	.	33

COUNTY OF WEXFORD—1 School.

7304	Templendigan,	Templendigan,	.	14
		Total, .	.	14

COUNTY OF WICKLOW—2 Schools.

Roll No.	Parish.	School.	Annual Rate of Salary.
			£
7180	Bray, . .	Bray,No.2, convent,f.	–
7250	Knockrath, .	Claravale, temporary,	15
		Total, . .	15

SUMMARY OF LEINSTER.

County.	Salary.	No. of Schools.
	£	
Carlow, . . .	–	Nil.
Dublin, . . .	24	4
Kildare, . . .	53	3
Kilkenny, . . .	154	7
King's, . . .	–	Nil.
Longford, . . .	14	1
Louth, . . .	–	Nil.
Meath. . . .	48	3
Queen's, . . .	–	1
Westmeath, . . .	33	2
Wexford, . . .	14	1
Wicklow, . . .	15	2
Total, . .	355	24

CONNAUGHT—24 Schools.

COUNTY OF GALWAY—7 Schools.

Roll No.	Parish.	School.	Annual Rate of Salary.
			£
7213	Donoghpatrick,	Caheralistrane, .	11
7214	Kilkilvery, .	Knockroon, . .	18
7215	Enniscer, .	Enniscer, . .	11
7261	Bullaun, .	Bullauns, . .	10
7264	Killaghton, .	Cappatagal, . .	10
7285	Eyrecourt, .	Eyrecourt, . .	20
7325	Killannin, .	Fahy, . . .	12
		Total, . .	92

COUNTY OF LEITRIM—5 Schools.

7216	Mohill, . .	Mohill, . .	.	8
7217	Carrigallon, .	Cornaugh, .	.	14
7271	Annaduff, .	Derrycarne, .	.	20
7305	Killebrid, .	Rossey, . .	.	12
7326	Cloone, . .	Drimeen, .	.	14
		Total, . .		68

COUNTY OF MAYO—3 Schools.

7218	Killaser, .	Callon, . .	f.	15
7313	Kilala, . .	Killala, . .	f.	12
7327	Killbeagh, .	Rooskey, .	.	14
		Total, . .		41

COUNTY OF ROSCOMMON—7 Schools.

Roll No.	Parish.	School.	Annual Rate of Salary.
			£
7203	Elphin, . .	Killinagh, . f.	10
7238	Roscommon, .	Roscommon, . f.	–
7279	Ardearn, .	Drumchinne, . .	14
7287	Ditto, .	Bridge Cartan, m.	14
7288	Ditto, .	Ditto, . f.	12
7292	Kilmaine, .	Ballymurray, . m.	14
7328	Bumlin, .	Cordrummon, .	24
		Total, . .	88

COUNTY OF SLIGO—2 Schools.

7197	Ahamplish, .	Mullaghmore, f.	10
7251	Cloonogill, .	Cararea, . . .	11
		Total, . .	21

SUMMARY OF CONNAUGHT.

County.	Salary.	No. of Schools.
	£	
Galway, . . .	92	7
Leitrim, . . .	68	5
Mayo, ...	41	3
Roscommon, . . .	88	7
Sligo, ...	21	2
Total, . .	310	24

PROVINCIAL SUMMARY.

Province.	Salary.	No. of Schools.
	£	
Ulster, . . .	835	53
Munster, . . .	540	39
Leinster, . . .	355	24
Connaught, . . .	310	24
Total, . .	2,040	140

2.—List of Fourteen Schools, to which the Commissioners appropriated Grants during the Year 1855, for *Building* and *Fitting-up*, and which are included in Appendix B, No. II.

Note.—Schools marked thus (*) were struck off, and thus (†) brought into operation.

ULSTER—4 Schools.

COUNTY OF ANTRIM—Nil.

COUNTY OF ARMAGH—2 Schools.

Roll No.	Parish.	School.
7316	Forkhill, . .	Dromintee, . . m.
7330	Ditto, . .	Ditto, . . f.

COUNTY OF CAVAN—Nil.

COUNTY OF DONEGAL—2 Schools.

7188	Stranorlay, . .	Meencarrigach.
7189	Moville, Upper, .	Tullynavin.

COUNTY OF DOWN—Nil.

COUNTY OF FERMANAGH—Nil.

COUNTY OF LONDONDERRY—Nil.

COUNTY OF MONAGHAN—Nil.

COUNTY OF TYRONE—Nil.

SUMMARY OF ULSTER.

Counties.	No. of Schools.
Antrim, ...	–
Armagh, ...	2

SUMMARY OF ULSTER—*continued.*

Counties.	No. of Schools.
Cavan, ...	–
Donegal, ...	2
Down, ...	–
Fermanagh, ...	–
Londonderry, ...	–
Monaghan, ...	–
Tyrone, ...	–
Total, ...	4

MUNSTER—3 Schools.

COUNTY OF CLARE—1 School.

Roll No.	Parish.	School.
7190	Corron, . .	Meggah.

COUNTY OF CORK—Nil.

COUNTY OF KERRY—Nil.

COUNTY OF LIMERICK—2 Schools.

7317	Killeedy, . .	Glengurt, . . m.
7329	Ditto, . .	Ditto, . . f.

COUNTY OF TIPPERARY—Nil.

COUNTY OF WATERFORD—Nil.

SUMMARY OF MUNSTER.

Counties.	No. of Schools.
Clare,	1
Cork,	–
Kerry,	–
Limerick,	2
Tipperary,	–
Waterford,	–
Total,	3

LEINSTER—1 School.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—Nil.

COUNTY OF KILDARE—Nil.

COUNTY OF KILKENNY—Nil.

KING'S COUNTY—1 School.

Roll No.	Parish.	School.
7191	Killoughey,	Gortnamona.

COUNTY OF LONGFORD—Nil.

COUNTY OF LOUTH—Nil.

COUNTY OF MEATH—Nil.

QUEEN'S COUNTY—Nil.

COUNTY OF WESTMEATH—Nil.

COUNTY OF WEXFORD—Nil.

COUNTY OF WICKLOW—Nil.

SUMMARY OF LEINSTER.

Counties.	No. of Schools.
Carlow,	–
Dublin,	–
Kildare,	–
Kilkenny,	–
King's,	1
Longford,	–
Louth,	–
Meath,	–
Queen's,	–
Westmeath,	–
Wexford,	–
Wicklow,	–
Total,	1

CONNAUGHT—6 Schools.

COUNTY OF GALWAY—3 Schools.

Roll No.	Parish.	School.
7192	Killigilleen,	Killogille.
7193	Moyruss,	Murvey.
7194	Balinakill, Lower,	Deroober.

COUNTY OF LEITRIM—Nil.

COUNTY OF MAYO—2 Schools.

7318	Toomare,	Moorbrook, m.
7331	Ditto,	Ditto, f.

COUNTY OF ROSCOMMON—1 School.

7195	Moore,	Mount Welcome.

COUNTY OF SLIGO—Nil.

SUMMARY OF CONNAUGHT.

Counties.	No. of Schools.
Galway,	3
Leitrim,	–
Mayo,	2
Roscommon,	1
Sligo,	–
Total,	6

SUMMARY IN PROVINCES
OF LIST No. 2.

Provinces.	No. of Schools.
Ulster,	4
Munster,	3
Leinster,	1
Connaught,	6
Total,	14

GENERAL SUMMARY IN PROVINCES
OF LISTS NOS. 1 AND 2.

Provinces.	No. of Schools.
Ulster,	57
Munster,	42
Leinster,	24
Connaught,	30
Total,	153

II.—Lists (Nos. 1 and 2) of Evening and Industrial Schools in connexion on the 31st December, 1855.

No. 1.—List of Forty-eight Evening Schools in connexion with the Commissioners on the 31st December, 1855.

Extract from Commissioners' Rules, as to nature of aid granted to Evening Schools.—"The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary and books."

County.	Roll No.	School.	County.	Roll No.	School.
Antrim	27	Whitehouse, male	Down	2547	Ballymacarrett, No. 2, male
Ditto	31	Carrickfergus, male	Ditto	3225	Gilford.
Ditto	1224	Edenderry.	Ditto	3745	Killyleagh Mills.
Ditto	2011	Gymnasium.	Ditto	4811	Gilford Mills, male
Ditto	2649	White Abbey, male	Ditto	4812	Ditto female
Ditto	2672	Townsend-street.	Ditto	6644	Bann, female
Ditto	2699	Whitehouse, female	Ditto	6748	Miltown, male
Ditto	3091	Victoria Place.	Ditto	6930	Ditto, female
Ditto	3153	Ahoghill, No. 2	Tyrone	7150	Stewartstown, No. 2
Ditto	4556	Lodge Mill, No. 1	Kerry	6294	Killarney, adult
Ditto	4565	Glenarm male	Limerick	5689	Limerick, adult
Ditto	6635	King-street, Belfast.	Ditto	6511	St. John's, infant
Ditto	7059	Calendar-street, female	Ditto	6934	St. John's-square, male
Armagh	1354	Camlough, male	Tipperary	4066	Newport, male
Ditto	2702	Ditto female	Ditto	6305	Clonmel Mechanics' Inst.
Ditto	3156	Old Clare, male	Dublin	737	St. Catherine's male
Ditto	4325	Dunbanagher, male	Ditto	744	SS. Michael & John's, male
Ditto	4326	Ditto, female	Ditto	1764	St. Paul's, male
Ditto	5356	Portadown male	Ditto	5069	Andrean, No. 1
Ditto	6236	Bessbrook, male	Ditto	5599	Malahide, male
Ditto	6237	Ditto, female	Kildare	5350	Abbey, male
Ditto	6593	Edenderry.	Westmeath	1430	Anchor's Bower, male
Donegal	6636	Rathmullen.	Mayo	1676	Ballindine, male
Down	258	Bann.	Ditto	3559	Killala.

No. 2.—List of Twenty-five Industrial Schools in connexion with Commissioners on the 31st December, 1855.

Extract from Commissioners' Rules, as to nature of aid granted to Industrial Schools.—"1. In these Schools embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

"First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

"Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

"Third. That a separate room be provided for industrial instruction.

"Fourth. That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

"2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an industrial department in connexion with a *Convent School*.

"3. The amount of salary will depend upon the circumstances of each case."

County.	Roll No.	School.	County.	Roll No.	School.
Antrim	5060	Ballymena, female	Limerick,	6460	Magdalene.
Ditto	5132	Frederick-street.	Tipperary	531	Cashel.
Ditto	6855	Larne, female	Ditto	1862	Tipperary.
Monaghan	5617	Carickmacross.	Ditto	5110	Thurles.
Ditto	5114	Broomfield.	Waterford	1289	Tallow, female
Cork	1953	Kanturk, female	Carlow	1926	Bagnalstown, female
Ditto	2707	Sunday's-well, female	Dublin	753	Central Model, female
Ditto	4268	Doneraile.	Ditto	754	St. Peter's (Whitefriar-street), female
Ditto	4582	Kinsale.	Dublin	5641	West Dublin Model, female
Ditto	4630	Mallow.	Louth	5387	Dundalk, No. 2, female
Kerry	6626	Kenmare.	Wexford	967	New Ross.
Limerick	5143	Perry-square.	Galway	4502	Claddagh.
Ditto	5547	Sexton-street.			
Ditto	5554	St. Mary's.			

III.—Lists (Nos. 1, 2, 3, 4, and 5) of One Hundred and Fifty-three Agricultural Schools in connexion on the 31st December, 1855, whether Building or in Operation.

*Extracts from Commissioners' Rules, as to nature of aid granted to Agricultural Schools.**—"1. Teachers of Model Agricultural Schools under the exclusive control of the Board, receive such amount of Salary as the Commissioners deem sufficient, according to the circumstances of each case.

"2. Masters of Model Agricultural Schools under Local Patrons, who are competent to conduct both the Literary and Agricultural Departments, receive £10 per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that, in all cases, such Teachers shall have secured to them for their *combined* services a salary of £30 a-year at least.

"3. Masters of Ordinary Agricultural Schools to receive £5 per annum, in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

"4. In Workhouse Schools to which farms are attached, the Commissioners award to the Agricultural teacher a gratuity not exceeding £15 in one year, and make a free grant of books on agriculture. These gratuities and grants are awarded on the recommendation of the Agricultural Inspectors."

No. 1.—Thirty Model Agricultural Schools in Operation.

County.	Roll No.	School.	County.	Roll No.	School.
Antrim .	2454	Larne.	Tipperary .	3694	Kyle Park.
Armagh .	1478	Markethill.	Ditto .	5424	Derrycastle.
Cavan .	5627	Bailieborough Dist. Model.	Ditto .	5615	Gormanstown.
Fermanagh .	3861	Carrick.	Waterford .	1710	Gloungarra.
Londonderry .	7186	Templemoyle.	Dublin .	—	Albert Agricul. Train. Inst.
Monaghan .	4885	Bath.	Kildare .	6209	Athy District Model.
Ditto .	5830	Drumhilla.	Kilkenny .	5251	Woodstock.
Tyrone .	400	Loughash.	Ditto .	6189	Piltown.
Clare .	3373	Sallybank.	King's .	824	Rahan.
Ditto .	5186	Cahersherkin.	Louth .	837	Dromiskin.
Cork .	1272	Glandore.	Galway .	1320	Ballinakill.
Ditto .	5236	Farrahy.	Ditto .	3051	Loughrea.
Ditto .	5636	Dunmanway District Model.	Ditto .	4216	Castlehacket.
Limerick .	5564	Tervoe.	Ditto .	5222	Esker.
Ditto .	5643	Mount Trenchard Central.	Leitrim .	1125	Leitrim.

No. 2.—Four Model Agricultural Schools in partial Operation.

County.	Roll No.	School.
Antrim .	6737	Ballymoney.
Cork .	6736	Munster.
Limerick .	6969	Limerick District Model.
Kilkenny .	6981	Kilkenny District Model.

No. 3.—Two Model Agricultural Schools in course of Building.

County.	Roll No.	School.
Donegal .	4705	Dunlewey.
Ditto .	6968	Templedouglass.

* For further particulars on this subject see Part II. of Revised Rules.

No. 4.—Forty-five Ordinary Agricultural Schools in Operation.

County.	Roll No.	School.	County.	Roll No.	School.
Antrim	45	Collin.	Limerick	4467	Killacolla, . male.
Ditto	2551	Ballytibbert.	Waterford	632	Lismore, . male.
Ditto	6081	Ballycarry, . male.	Carlow	5803	Garryhill, . male.
Armagh	4271	Taniokey, . male.	Kildare	2284	Twomilehouse, . male.
Cavan	4256	Drumkerl, temporary.	Kilkenny	793	Oning.
Ditto	4371	Lough Ramor, agricultural.	Ditto	4381	Ballygloss.
Donegal	1364	Cloghan.	Ditto	6183	Whitechurch.
Ditto	1595	Crislagh.	Ditto	6289	Templeorum.
Ditto	5000	Carradoane.	Longford	5559	Rathcline.
Ditto	5230	Convoy.	Meath	1421	Kilskyre, . male.
Ditto	5363	Belleighan.	Ditto	6592	Woodpole.
Fermanagh	4292	Tyrehan, agricultural.	Westmeath	931	Ballinavally, . male.
Londonderry	3750	Bohill.	Ditto	933	Mullingar, . male.
Tyrone	394	Fivemiletown, . male.	Ditto	938	Clonmellon, . male.
Ditto	1557	Ballynenor.	Wicklow	4588	Delgany.
Ditto	2236	Drumnafern.	Galway	3842	Counkeen Keryl.
Ditto	5677	Dressog.	Mayo	1677	Cappaduff, . male.
Clare	448	Parteen, . male.	Ditto	6231	Lahardane.
Ditto	1951	Ballinalacken, . male.	Roscommon	1607	Cornafulla.
Ditto	2439	Feakle, . male.	Ditto	5783	Glanduff.
Ditto	5997	Bridgetown, . male.	Ditto	5844	Killenagh.
Cork	3431	Kildinan.	Sligo	1213	Geevagh.
Ditto,	5700	Clonkeen, . male.			

No. 5.—Seventy-nine Workhouse Agricultural Schools in Operation.

County.	Roll No.	School.	County.	Roll No.	School.
Antrim	3048	Belfast.	Tipperary	3363	Cashel.
Ditto	3652	Ballycastle.	Ditto	3414	Roscrea.
Ditto	3653	Larne.	Ditto	3445	Clogheen.
Ditto	3680	Ballymoney.	Ditto	3519	Nenagh.
Ditto	3843	Ballymena.	Ditto	3546	Carrick-on-Suir.
Ditto	6314	Antrim.	Ditto	3647	Thurles.
Down	3068	Banbridge.	Waterford	3418	Lismore.
Ditto	3350	Newtownards.	Ditto	4180	Dungarvan.
Londonderry	3381	Coleraine.	Ditto	6745	Kilmacthomas.
Ditto	3831	Londonderry.	Dublin	2366	North Dublin (Glasnevin Auxiliary).
Monaghan	3388	Monaghan.			
Ditto	3649	Castleblayney.	Ditto	3144	Balrothery.
Ditto	3681	Clones.	Ditto	3265	Rathdown.
Ditto	3668	Carrickmacross.	Kildare	3155	Naas.
Tyrone	6315	Strabane.	Ditto	3862	Athy.
Clare	3288	Ennis.	Kilkenny	6278	Thomastown.
Ditto	3408	Scariff.	Ditto	6625	Urlingford.
Ditto	3489	Kilrush.	King's	3446	Tullamore.
Ditto	6130	Tulla.	Longford	3368	Longford.
Ditto	6595	Corrofin.	Ditto	3566	Granard.
Cork	3417	Skibbereen.	Ditto	6811	Ballymahon.
Ditto	3565	Dunmanway.	Meath	3280	Trim.
Ditto	4411	Bantry.	Ditto	3409	Navan.
Ditto	4896	Macroom.	Ditto	3410	Kells.
Ditto	5993	Castletown.	Ditto	3544	Oldcastle.
Ditto	6123	Bandon.	Ditto	3143	Dunshaughlin.
Ditto	6216	Mitchelstown.	Queen's	3411	Abbeyleix.
Ditto	6949	Clonakilty.	Westmeath	3724	Athlone.
Kerry	3360	Tralee.	Wexford	5674	Enniscorthy.
Ditto	4314	Listowel.	Ditto	3520	New Ross.
Ditto	4670	Kenmare.	Galway	3365	Galway.
Ditto	4996	Cahirciveen.	Ditto	3366	Loughrea.
Limerick	3040	Newcastle.	Ditto	6568	Mountbellew.
Ditto	3066	Kilmallock.	Ditto	6734	Portumna.
Tipperary	3024	Clonmel.	Ditto	7019	Ballinasloe.
Ditto	3142	Tipperary.	Leitrim	3419	Mohill.

Workhouse Agricultural Schools in Operation—*continued.*

County.	Roll No.	School.	County.	Roll No.	School.
Limerick .	3533	Carrick-on-Shannon.	Mayo . .	4895	Swineford.
Mayo . .	3859	Ballina.	Roscommon .	3878	Roscommon.
Ditto .	5117	Ballinrobe.	Ditto .	4933	Castlerea.
Ditto .	4727	Westport.	Ditto .	6122	Strokestown.

IV.—Lists (Nos. 1, 2, and 3) of One Hundred and Fifty-one Operation Schools which do not receive Salaries from the Board.

No. 1.—List of One Hundred and Thirty-nine Workhouse Schools in connexion on the 31st December, 1855, with the Number on Rolls and Average Daily Attendance of Pupils, as returned by the Managers, for the Half-year ending 30th September, 1855.

Extract from Commissioners' Rules, as to nature of aid granted to Workhouse Schools.—"1. Such Schools are received into connexion, and grants of Books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-Vested Schools be faithfully observed.

"2. The Commissioners award annual gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

"The gratuities are divided into two classes:—

For Male Teachers, { First Class, . . Twenty at the rate of £6 a-year each. / Second Class, . Twenty „ £4 „

For Female Teachers, { First Class, . . Twenty „ £5 „ / Second Class, . Twenty „ £3 „

"3. In Workhouse Schools to which farms are attached, the Commissioners award to the Agricultural Teacher, a gratuity, not exceeding £15 in one year, and make a free grant of books on agriculture. These gratuities and grants are awarded on the recommendation of the Agricultural Inspectors."

ULSTER—27 Schools.

COUNTY OF ANTRIM—6 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3048	Belfast . . .	700	404
3652	Ballycastle . .	47	18
3653	Larne . . .	89	63
3680	Ballymoney . .	89	68
3843	Ballymena . .	92	59
6314	Antrim . . .	126	90
	Total . .	1,143	702

COUNTY OF ARMAGH—Nil.

COUNTY OF CAVAN—4 Schools.

3420	Cavan . . .	138	114
3447	Bailieborough . .	59	35
3644	Cootehill . . .	135	66
6910	Bawnboy . . .	61	55
	Total . . .	393	270

COUNTY OF DONEGAL—6 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3863	Inishowen . .	36	25
4313	Donegal . . .	88	30
4339	Ballyshannon . .	89	78
4932	Milford . . .	59	46
4975	Letterkenny . .	44	28
5857	Dunfanaghy . .	37	15
	Total . .	353	222

COUNTY OF DOWN—2 Schools.

3068	Banbridge . .	107	85
3350	Newtownards . .	113	98
	Total . .	220	183

COUNTY OF FERMANAGH—Nil.

COUNTY OF LONDONDERRY—2 Schools.

3381	Coleraine . . .	95	79
3881	Londonderry . .	115	93
	Total . .	210	172

COUNTY OF MONAGHAN—3 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3388	Monaghan	106	60
3649	Castleblayney	118	66
3668	Carrickmacross	65	53
	Total	289	179

COUNTY OF TYRONE—4 Schools.

3039	Castlederg	30	21
5074	Cookstown	67	52
6315	Strabane	139	52
6316	Omagh	155	81
	Total	391	206

SUMMARY OF ULSTER.

County.	No. of Schools	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
ANTRIM	6	1,143	702
ARMAGH	–	–	–
CAVAN	4	393	270
DONEGAL	6	353	222
DOWN	2	220	183
FERMANAGH	–	–	–
LONDONDERRY	2	210	172
MONAGHAN	3	289	179
TYRONE	4	391	206
TOTAL IN ULSTER	27	2,999	1,934

MUNSTER—50 Schools.

COUNTY OF CLARE—8 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3288	Ennis	309	316
3408	Scariff	260	209
3489	Kilrush	501	410
3534	Ennistymon	237	215
6130	Tulla	225	193
6224	Killadysart	298	226
6359	Ballyvaughan	153	131
6595	Corrofin	104	79
	Total	2,182	1,791

COUNTY OF CORK—17 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3167	Middleton	523	367
3242	Fermoy	202	132
3417	Skibbereen	251	193
3545	Cork	2,549	737
3565	Dunmanway	77	65
3651	Mallow	199	116
3923	Kanturk	550	275
4411	Bantry	193	121
4896	Macroom	374	236
4925	Kinsale	122	94
5993	Castletown	147	73
6012	Millstreet	265	162
6121	Youghal	301	229
6123	Bandon	103	88
6140	Skull	73	54
6216	Mitchelstown	313	176
6949	Clonakilty	127	107
	Total	6,374	3,227

COUNTY OF KERRY—6 Schools.

3860	Tralee	560	454
4314	Listowel	591	397
4340	Killarney	450	226
4670	Kenmare	210	204
4996	Caherciveen	216	165
5324	Dingle	252	179
	Total	2,279	1,627

COUNTY OF LIMERICK—6 Schools.

3040	Newcastle	526	315
3066	Kilmallock	540	326
3415	Rathkeale	243	193
5058	Limerick	871	339
6013	Croome	175	152
6021	Glinn	247	169
	Total	2,602	1,994

COUNTY OF TIPPERARY—9 Schools.

3024	Clonmel	464	393
3142	Tipperary	463	329
3363	Cashel	493	409
3414	Roscrea	240	178
3415	Clogheen	390	253
3519	Nenagh	405	399
3546	Carrick-on-Suir	260	140
3647	Thurles	324	233
6618	Borrisokane	137	83
	Total	3,176	2,417

COUNTY OF WATERFORD—4 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3418	Lismore	390	292
3826	Waterford	581	400
4180	Dungarvan	301	235
6745	Kilmacthomas	95	70
	Total	1,367	997

SUMMARY OF MUNSTER.

County.	No. of Schools	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
Clare	8	2,182	1,791
Cork	17	6,374	3,227
Kerry	6	2,279	1,627
Limerick	6	2,602	1,994
Tipperary	9	3,176	2,417
Waterford	4	1,367	997
Total in Munster	50	17,980	12,053

LEINSTER—34 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—3 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3144	Balrothery	139	76
3265	Rathdown	221	159
7187	Dublin, North	895	584
	Total	1,255	819

COUNTY OF KILDARE—2 Schools.

3155	Naas	187	168
3862	Athy	258	233
	Total	455	401

COUNTY OF KILKENNY—5 Schools.

3378	Callan	139	128
3507	Kilkenny	413	278
6278	Thomastown	145	33
6625	Urlingford	179	142
6947	Castlecomer	77	70
	Total	953	651

KING'S COUNTY—2 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ending 30th Sept., 1855.
3364	Edenderry	212	143
3446	Tullamore	272	186
	Total	484	329

COUNTY OF LONGFORD—3 Schools.

3368	Longford	324	81
3566	Granard	268	130
6811	Ballymahon	110	82
	Total	702	293

COUNTY OF LOUTH—3 Schools.

3340	Drogheda	227	135
3377	Dundalk	168	109
3382	Ardee	340	82
	Total	735	326

COUNTY OF MEATH—5 Schools.

3143	Dunshaughlin	127	85
3280	Trim	88	75
3409	Navan	179	114
3410	Kells	149	136
3544	Oldcastle	174	163
	Total	717	573

QUEEN'S COUNTY—3 Schools.

3411	Abbeyleix	121	91
4315	Mountmelick	277	174
6948	Donaghmore	89	63
	Total	487	328

COUNTY OF WESTMEATH—3 Schools.

3274	Athlone	243	222
3650	Mullingar	306	226
6866	Castletowndelvin	56	34
	Total	605	482

COUNTY OF WEXFORD—3 Schools.

3508	Wexford	339	246
3520	New Ross	242	197
5674	Enniscorthy	325	224
	Total	906	667

COUNTY OF WICKLOW—2 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3383	Rathdrum	103	101
3879	Shillelagh	No Return.	
	Total	103	101

SUMMARY OF LEINSTER.

County.	No. of Schools	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
Carlow	–	–	–
Dublin	3	1255	819
Kildare	2	445	401
Kilkenny	5	953	651
King's	2	484	329
Longford	3	702	293
Louth	3	735	326
Meath	5	717	573
Queen's	3	487	328
Westmeath	3	605	492
Wexford	3	906	667
Wicklow	2	103	101
Total in Leinster	34	7,392	4,970

CONNAUGHT—28 Schools.

COUNTY OF GALWAY—10 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3365	Galway	298	260
3366	Loughrea	109	100
3379	Gort	110	104
5523	Clifden	62	60
5443	Tuam	100	98
5992	Oughterard	–	62
6568	Mount Bellew	105	97
6733	Glenamaddy	53	50
6734	Portumna	102	98
7019	Ballinasloe	151	131
	Total	1,090	1,060

COUNTY OF LEITRIM—3 Schools.

3419	Mohill	41	39
3533	Carrick-on-Shannon	65	60
3669	Manorhamilton	50	45
	Total	156	144

COUNTY OF MAYO—6 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
3859	Ballina	112	104
4253	Castlebar	77	70
4727	Westport	78	70
4895	Swineford	104	85
5117	Ballinrobe	120	101
6143	Claremorris	127	97
6182	Killalla	No Return	82
6198	Newport	60	54
	Total	678	551

COUNTY OF ROSCOMMON—4 Schools.

3289	Boyle	68	68
3878	Roscommon	No Return	169
4933	Castlereagh	122	99
6122	Strokestown	117	109
	Total	307	445

COUNTY OF SLIGO—3 Schools.

3339	Sligo	72	70
6500	Dromore, West	32	30
6805	Tubbercurry	35	29
	Total	139	129

SUMMARY OF CONNAUGHT.

County.	No. of Schools	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
Galway	10	1,090	1,060
Leitrim	3	156	144
Mayo	8	678	551
Roscommon	4	307	445
Sligo	3	139	129
Total in Connaught	28	2,370	2,329

SUMMARY IN PROVINCES OF THE FOREGOING.

Province.	No. of Schools	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
Ulster	27	2,999	1,934
Munster	50	17,980	12,053
Leinster	34	7,392	4,970
Connaught	28	2,370	2,329
Total	139	30,741	21,286

No. 2.—List of Ten Schools attached to Prisons, which were in connexion on 31st December, 1855.

Extract from Commissioners' Rules as to Nature of Aid granted to Prison Schools.—"Such Schools are received into connexion upon the same general principles as the Workhouse Schools, and grants of books are made thereto. In special cases gratuities are awarded to the Teachers."

No.	Roll No.	School.	County.	No.	Roll No.	School.	County.
1	3266	Ennis, ...	Clare.	6	5613	Mullingar, . female,	Westmeath.
2	1385	Cork County, No. 1, .	Cork.	7	3567	Galway County, . .	Galway.
3	1386	Ditto, No. 2, .	Ditto.	8	3800	Ditto Town, . .	Ditto.
4	6962	Tralee, . . .	Kerry.	9	3412	Castlebar, . . .	Mayo.
5	5475	Mullingar, . male,	Westmeath.	10	6910	Roscommon, . .	Roscommon.

No. 3.—List of Two National Schools in which the Managers or Patrons, at their own request, receive only Grants of Books and the Benefits of Inspection.

606	Solahade,	male, 1	Co. Tipperary.	2012	Solahade,	female, 2	Co. Tipperary.

V.—List of One Hundred and Eleven Convent and Monastic Schools in connexion, on the 31st December, 1855, with the Number on the Rolls and Average Daily Attendance, as returned by the Managers, for the Half-year ending 30th September, 1855.

Extracts from Commissioners' Rules, as to nature of aid granted to Schools in connexion with Convents, &c.—"1. Convent Schools receive aid under the conditions applicable to Non-Vested Schools, and they are subject to the same Rules and Regulations.

"2. The members of the community may themselves discharge the office of teachers, with, or without, the aid of such other persons as they may see fit to employ; the salaries of the assistants to be defrayed by the community.

"3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

"4. The Commissioners will grant aid to *one School only*, in *connexion with the same* Convent.

"5. In Schools of this description, salary is paid according to a per centage on the average daily attendance:—

For 50 average daily attendance,		£10		For 400 average daily attendance,		£77	Increase per
„ 100	„	20	Increase per	„ 500	„	94	cent. £17
„ 200	„	40	cent. £20	„ 600	„	111	per annum.
„ 300	„	60	per annum.	Above 600	„	„	£15

"6. Where the average daily attendance amounts to thirty above the 100, salary for fifty will be allowed; and when it exceeds fifty and does not amount to seventy-five above the 100, salary for three-fourths of 100 will be allowed; and when it exceeds seventy-five, salary for 100 will be allowed.

"7. In cases where the average attendance does *not* amount to 100, salary to be paid thus—

"For thirty children, and not exceeding fifty, £10 per annum.

"When the attendance exceeds fifty and does not amount to seventy-five, £15 per annum will be paid.

"When it exceeds seventy-five to be paid at £20.

"8. The Commissioners pay salary according to the average number of children in daily attendance at each Convent School, without reference to the number of rooms into which they may be distributed.

"9. As the amount of salary will in all cases depend upon the average daily attendance of pupils, as shown by the quarterly returns, Managers are to be prepared for augmentation or diminution accordingly."

ULSTER—5 Schools.

COUNTY OF ANTRIM—1 School.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
7059	Calendar-street, female,	569	289
	Total, . .	569	289

COUNTY OF ARMAGH—Nil.
COUNTY OF CAVAN—Nil.
COUNTY OF DONEGAL—Nil.
COUNTY OF DOWN—2 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
243	High-street, . .	445	301
7272	John-street, . .	440	148
	Total, . .	885	449

COUNTY OF FERMANAGH—Nil.

COUNTY OF LONDONDERRY—1 School.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
6168	St. Columb's, No. 2, f.	533	282
	Total, . .	533	282

COUNTY OF MONAGHAN—Nil.

COUNTY OF TYRONE—1 School.

6328	Omagh, . female,	110	73
	Total, . .	110	73

SUMMARY OF ULSTER.

County.	No. of Schools.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
ANTRIM, . . .	1	569	289
ARMAGH, . . .	—	—	—
CAVAN, . . .	—	—	—
DONEGAL, . . .	—	—	—
DOWN, . . .	2	895	449
FERMANAGH, . .	—	—	—
LONDONDERRY, . .	1	533	282
MONAGHAN, . .	—	—	—
TYRONE, . . .	1	110	73
TOTAL IN ULSTER, .	5	2,097	1,093

MUNSTER—45 Schools.

COUNTY OF CLARE—3 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
446	Ennistymon, male,	250	145
7299	Kilrush, . female,	588	287
7315	Ennis, . female,	335	304
	Total, . .	1,183	736

COUNTY OF CORK—15 Schools.

512	Midleton, female,	800	656
1541	Charleville, female,	300	175
2258	Fermoy, . female,	352	228
2278	Millstreet, female,	412	115
3828	Youghal, . female,	548	282
4268	Doneraile, . female,	448	240
4572	Kinsale (St. Joseph's), f.	753	454

COUNTY OF CORK—*con.*

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855
4630	Mallow, . female,	383	188
5257	Bandon, . female,	592	365
5669	Great George's-street (Lancasterian), male,	640	388
5940	Blackrock, . female,	229	126
5999	Douglass-street, .	758	403
6153	St. Nicholas (Cork), f.	1,526	525
6376	Queenstown, . .	451	351
6528	St. Joseph's, female,	708	423
	Total, . .	8,905	4,921

COUNTY OF KERRY—9 Schools.

533	Killarney, female,	395	190
534	Dingle, . female,	406	378
545	Tralee, . female,	643	412
1793	Killarney, . male,	459	297
1859	Milltown, . female,	428	231
2884	Cahirciveen, female,	428	270
4062	Listowel, . female,	566	330
6215	Castleisland, female,	313	224
6654	Killarney, No. 2, f.	199	105
	Total, . .	3,837	2,437

COUNTY OF LIMERICK—8 Schools.

570	SS. Mary & Munchin's, f.	1,025	400
5143	Perry-square, female,	446	280
5194	St. John's, female,	392	155
5547	Sexton-street, female,	669	435
5554	St. Mary's, industl. f.	123	35
6032	St. Catherine's, female,	531	288
6569	St. Anne's, female,	609	222
6926	St. John's-square, f.	449	220
	Total, . .	4,244	2,035

COUNTY OF TIPPERARY—6 Schools.

581	Cashel, female,	379	214
2133	Air-hill, female,	282	134
4068	Thurles, female,	424	259
4512	Do. No. 2, female,	97	51
5110	Do. industl. female,	70	64
6865	Carrick-on-Suir, f.	505	187
	Total, . .	1,757	909

COUNTY OF WATERFORD—4 Schools.

1289	Tallow, . female,	480	327
3228	Cappoquin, No. 2, f.	276	138
4514	Lismore, No. 2, female,	316	137
4969	Irishtown, female,	366	171
	Total, . .	1,438	773

SUMMARY OF MUNSTER.

County.	No. of Schools	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
CLARE, . . .	3	1,183	736
CORK, . . .	15	8,905	4,921
KERRY, . . .	9	3,837	2,437
LIMERICK, . . .	8	4,244	2,035
TIPPERARY, . .	6	1,757	909
WATERFORD, . .	4	1,438	773
TOTAL IN MUNSTER,	45	21,364	11,811

LEINSTER—49 Schools.

COUNTY OF CARLOW—4 Schools.

Roll No.	School		No. of Pupils on the Rolls as returned by the Managers for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
656	Carlow, .	female,	420	166
681	Tullow, .	male,	322	110
682	Ditto, .	female,	265	109
1926	Bagnalstown,	female,	318	133
	Total, . .		1,325	518

COUNTY OF DUBLIN—15 Schools.

698	Blanchardstown,	female,	131	71
721	Blackrock,	female,	95	76
729	Loretto, .	female,	144	82
733	Nth. William-st.,	infant,	403	185
1149	King's Inns-st.,	female,	1,121	506
1985	Booterstown,	female,	116	74
2018	Baggot-street,	female,	639	526
3107	Richmond,	female,	305	190
3108	Cabra, .	female,	289	129
5600	Kingstown,	female,	625	352
5933	George's-hill,	female,	383	290
6372	Fir-house,	female,	143	43
6742	Warrenmount,	female,	169	113
7029	Tranquilla,	female,	271	149
7182	DalkeyF., No. 2,	female,	135	67
	Total, . .		4,969	2,853

COUNTY OF KILDARE—6 Schools.

771	Kildare, .	female,	296	114
779	Maynooth,	female,	227	133
1151	Clane, .	female,	183	85
3246	Naas, .	female,	280	141
4997	Athy, .	female,	150	100
6699	Sallins, .	female,	86	53
	Total, . .		1,227	626

COUNTY OF KILKENNY—3 Schools.

Roll No.	School		No. of Pupils on the Rolls, as returned by the Manager, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
806	Kilkenny,	female,	407	205
1552	Castlecomer,	female,	328	176
5437	Mooncoin,	female,	306	160
	Total, . .		1,041	541

KING'S COUNTY—3 Schools.

823	Killina, .	female,	163	94
2080	Tullamore,	female,	543	234
3220	Birr, . .	female,	403	200
	Total, . .		1,109	528

COUNTY OF LONGFORD—Nil.

COUNTY OF LOUTH—3 Schools.

851	Drogheda, .	female,	891	458
5387	Dundalk, No. 2,	female,	743	430
6553	Sienna, .	female,	321	153
	Total, . .		1,955	1,041

COUNTY OF MEATH—2 Schools.

883	Navan, .	female,	382	205
4085	Kells, .	female,	278	138
	Total, . .		660	343

QUEEN'S COUNTY—5 Schools.

902	Coote-street,	female,	144	94
1956	Maryborough,	female,	343	133
3526	Abbeyleix,	female,	201	97
6497	Stradbally,	female,	214	103
7183	Mountmelick,	female,	322	150
	Total, . .		1,224	577

COUNTY OF WESTMEATH—1 School.

934	Mullingar,	female,	447	159
	Total, . .		447	159

COUNTY OF WEXFORD—5 Schools.

967	New Ross,	female,	494	286
969	Wexford,	female,	610	296
3824	Gorey,	female,	252	149
4949	Wexford, No. 2,	female,	409	138
6058	Enniscorthy,	female,	376	230
	Total, . .		2,141	1,099

COUNTY OF WICKLOW—2 Schools.

5237	Delgany,	female,	183	137
7180	Bray, No. 2,	female,	175	81
	Total, . .		358	218

SUMMARY OF LEINSTER.

County.	No. of Schools.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
Carlow,	4	1,325	518
Dublin,	15	4,969	2,853
Kildare,	6	1,227	626
Kilkenny,	3	1,041	541
King's,	3	1,109	528
Longford,	–	—	—
Louth,	3	1,955	1,041
Meath,	2	660	343
Queen's,	5	1,224	577
Westmeath,	1	447	159
Wexford,	5	2,144	1,099
Wicklow,	2	358	218
Total in Leinster,	49	11,959	8,503

CONNAUGHT—12 Schools.

GALWAY—9 Schools.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
1011	Loughrea, female,	435	103
1013	Rahoon, female,	726	399
1016	Galway, male,	574	345
4515	Newtown-Smith, fem.	536	335
5279	Taylor's-hill, female,	75	49
6413	Albano, female,	123	79
6613	St. Nicholas' female,	150	90
6632	St. Vincent's, female,	301	151
6839	Ballinasloe, female,	423	232
	Total,	3,383	1,783

COUNTY OF LEITRIM—Nil.

COUNTY OF MAYO—1 School.

Roll No.	School.	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
5215	Ballina, female,	466	135
	Total,	466	135

COUNTY OF ROSCOMMON—1 School.

7238	Roscommon, female,	414	170
	Total,	414	170

COUNTY OF SLIGO—1 School.

5851	Sligo, female,	523	233
	Total,	523	233

SUMMARY OF CONNAUGHT.

County.	No. of Schools	No. of Pupils on the Rolls, as returned by the Managers, for Half-year ended 30th Sept., 1855.	Average Daily Attendance of Pupils for Half-year ended 30th Sept., 1855.
Galway,	9	3,383	1,783
Leitrim,	–	—	—
Mayo,	1	466	135
Roscommon,	1	414	170
Sligo,	1	523	233
Total in Connaught,	12	4,786	2,321

SUMMARY IN PROVINCES OF THE FOREGOING.

Ulster,	5	2,097	1,093
Munster,	45	21,364	11,811
Leinster,	49	11,959	8,503
Connaught,	12	4,786	2,321
Total,	111	40,206	23,728

VI.—List of Seventeen Schools *brought into operation* during the year 1855, towards the *erection* of which the Commissioners made grants. Included in Appendix B, No. 1.

County.	Roll No.	School.
Ulster.		
Donegal	6849	Kerrykeel.
Munster.		
Clare,	6985	Glandree.
Cork,	6717	Colthurst, male.
Ditto	6718	Ditto, female.
Limerick	6969	Limerick, dis. mod. agricul.
Ditto	6970	Ditto, male, literary.
Ditto	6971	Ditto, female.
Ditto	6972	Ditto, infant.
Ditto	6973	Ditto, maritime.
Waterford	6974	Waterford, dis. mod., male.
Waterford	6975	Waterford, dist. mod., fem.
Ditto	6976	Ditto, infant.
Ditto	6977	Ditto, maritime.
Leinster.		
King's	6721	Ballyegan.
Meath	6746	Carlanstown, female.
Connaught.		
Mayo	6723	Clogher, male.
Ditto	6724	Ditto, female.

APPENDIX E.

I. Lists Nos. 1, 2, 3, and 4, of Inspectors of National Schools on the 31st December, 1855:

No. 1. Head Inspectors of National Schools.
No. 2. District „ „
No. 3. Sub „ „
No. 4. Agricultural „ „

II. National School Districts, with the Inspectors in charge on the 31st December, 1855.

III. County Index to Districts.

I.—Lists Nos. 1, 2, 3, and 4, of Inspectors of National Schools on the 31st December, 1855.

No. 1.—Head Inspectors.

Name and Address.	Districts in Charge.	Year of appointment as Head Inspector.
William M'Creedy, Esq., 11, De Grey Terrace, Haddington-road, Dublin,	21, 27, 29, 30, 31, 32, 35, 40,	1846
James W. Kavanagh, Esq., Apsley Lodge, Rathgar,	17, 19, 22, 23, 24, 25, 26, 28,	1846
James Patten, Esq., A.M., M.D., M.R.I.A., Hillsboro',	10, 11, 12, 13, 14, 15, 16, 18, 20,	1847
William H. Newell, Esq., LL.D., Passage West, Cork,	37, 41, 45, 46, 47, 48, 49, 50,	1853
Timothy Sheahan, Esq., A.M., T.C.D., Kilkenny,	33, 34, 36, 38, 39, 42, 43, 44,	1853
Patrick J. Keenan, Esq., Belfast,	1, 2, 3, 4, 5, 6, 7, 8, 9,	1855

No. 2.—District Inspectors.

No. of District.	District.	Inspector in Charge.	Year of appointment as District Inspector.
1	Letterkenny	Gillic, J.	1854
2	Londonderry	Graham, Christopher	1838
3	Coleraine	Robinson, Robert	1855
4	Ballymena	Carlisle, John	1850
5	Carrickfergus	Nesbitt, R.	1838
6	Donegal	Harkin, L.	1854
7	Strabane	O'Callaghan, Andrew	1851
8	Cookstown	Field, George	1843
9	Belfast	Patterson, James	1849
10	Newtownards	Osborne, A. T.	1847
11	Sligo	Rogers, John W.	1851
12	Enniskillen	Nixon, John	1848
13	Omagh	M'Ilroy, T.	1849
14	Monaghan	Browne, Samuel	1853
15	Castlewellan	Hunter, William A.	1846
16	Ballina	Doheny, James	1839
17	Carrick-on-Shannon	Mahony, C.	1854
18	Belturbet	Morell, James	1853
19	Bailieboro'	Adair, Samuel	1854
20	Newry	Simpson, Alexander J.	1844
21	Westport	Macaulay, P. T.	1854
22	Claremorris	M'Sweeny, John	1851
23	Roscommon	Strong, T. K.	1853
24	Granard	Birmingham, Edward W.	1838
25	Trim	Conwell, Eugene A.	1853
26	Drogheda	O'Carroll, F. F.	1838
27	Mullingar	Fitzgerald, J. G.	1854
28	Dublin, North	Coyle, Michael	1838
29	Dublin, South	Macdermott, William	1834
30	Galway	Wilson, D. M.	1854
31	Loughrea	Potterton, Robert	1854
32	Parsonstown	Butler, James R.	1844
33	Maryborough	Lawler, M.	1840

No. 2.—District Inspectors—*continued.*

No. of District.	District.	Inspector in Charge.	Year of appointment as District Inspector.
34	Athy	Molloy, John	1849
35	Rathdrum	Fleming, John G.	1846
36	Ennis	Quinlan, P.	1838
37	Limerick	MacSheehy, Brian	1854
38	Thurles	Lane, J. C.	1852
39	Kilkenny	Bradford, John	1838
40	Wexford	Clarke, Henry P.	1844
41	Tralee	Brown, J.	1854
42	Rathkeale	Currie, R. S.	1854
43	Clonmel	MacCreanor, Edward	1853
44	Waterford	M'Lochlin, James	1847
45	Killarney	Macnamara, Thaddeus	1851
46	Mallow	O'Loughlin, T.	1854
47	Youghal	D'Arcy, Henry L.	1847
48	Bantry	Hickey, M.	1847
49	Dunmanway	Wilson, James	1854
50	Cork	Sheridan, J. E.	1854

No. 3.—Sub-Inspectors.

Name.	Year of appointment as Sub-Inspector.	Name.	Year of appointment as Sub-Inspector.
O'Galligan, George R.	1851	Duggan, C. W.	1854
Childs, Edward	1854	Craig, J.	1855
Barrett, John	1854	Molloy, William R.	1855

No. 4.—Inspectors of Agricultural Schools.

Thomas Kirkpatrick, Esq., M.D., Inspector.
M. Brogan, Esq., Sub Inspector.
John Donaghy, Esq., Sub-Inspector.

II.—National School Districts of Ireland, with the several Inspectors in charge, on the 31st December, 1855, and their Official Residences; also, showing the Superficial Content, Population, and Number of National Schools in each, together with the Territorial Designations.

No. 1.—Letterkenny District.

Inspector, James Gillic, Esq.—Residence, Letterkenny.

Area in square miles	777
Population, according to Census Returns of 1851	97,473

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal	Boylagh (part of)	Lettermacward, Templecrone.
	Kilmacrenan	All the parishes in barony.
	Raphoe (part of)	Convoy, Conwal (part of), Kilteevoge, Leck, Raymoghy, Stranorlar.

No. 2.—Londonderry District.

Inspector, Christopher Graham, Esq.—Residence, Londonderry.

Area in square miles	511
Population, according to Census Returns of 1851	111,108

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal	Inishowen	All the parishes in barony.
	Raphoe (part of)	Allsaints, Killea.
Londonderry	Keenaght (part of)	Aghanloo, Balteagh, Drumachose, T. Finlagan.
	Derry (Liberties of)	All the parishes.
	Tirkeeran (part of)	Clondermot, Cumber, Lower,* Faughanvale.

No. 3.—Coleraine District.

Inspector, Robert Robinson, Esq.—Residence, Coleraine.

Area in square miles	391
Population, according to Census Returns of 1851	82,047

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim	Cary	All the parishes in barony.
	Dunluce, Lower	Ditto
	Dunluce, Up. (pt. of)	Armoy (part of), Ballymoney (part of), Kilraghts, Kildollagh (part of).
Londonderry	Coleraine	All the parishes in barony.
	Liberties of Coleraine	Ditto.
	Keenaght (part of)	Magilligan.

No. 4.—Ballymena District.

Inspector, John Carlisle, Esq.—Residence, Ballymena.

Area in square miles	381
Population, according to Census Returns of 1851	83,932

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim	Antrim, Lr. (pt. of)	Ahoghill (part of), Ballyclug, Connor (the portion of this parish situated north of the Kells River),† Racavan, Skerry.
	Dunluce, Up. (pt. of)	Killagan (part of), Loughguile (part of).
	Glenarm, Lr. (pt. of)	Ardclinis, Layad (including Layad Grange and Inispollan Grange).
	Kilconway	All the parishes in barony.
	Toome, Lower	Ditto.
	Toome, Up. (part of)	Ahoghill (part of).
Londonderry	Loughinsholin (pt. of)	Kilrea (part of), T. O'Crilly (part of).

* Except the detached Townland of Teenaght (in District 7).

† The following are the Townlands in the Parish of Connor belonging to this District:—Appletee, Ballee, Ballycowan, Carnaghts, Crevilly Valley, Cromkill, Kilgad, Lisnawhiggel, Slaght, Tawneybrack, Tullaghgarley. The remainder of the Parish is in District 5.

No. 5.—Carrickfergus District.

Inspector, R. Nesbitt, Esq.—Residence, Carrickfergus.

Area in square miles	403
Population, according to Census Returns of 1851	93,397

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim	Antrim, Lr. (part of)	Connor* (the portion of this parish situated south of the Kells River), Glenwhirry.
	Antrim, Upper	All the parishes in barony.
	Belfast, Lr. (part of)	Ballynure, Ballylinny, Glynn, Inver, Island Magee, Kilroot, Raloo, Templecoran, Templepatrick (part of).
	Belfast, Up. (part of)	Ballymartin, Templepatrick (part of).
	Carrickfergus	All the parishes in barony.
	Glenarm, Lr. (pt. of)	Tickmacrevan.
	Glenarm, Upper	All the parishes in barony.
	Massereene, Lower	Ditto.
	Toome, Up. (part of)	Antrim (part of), Ballyscullion (part of), Ballyscullion Grange, Cranfield, Duneane, Drummaul, Shilvodan Grange.

No. 6.—Donegal District.

Inspector, L. Harkin, Esq.—Residence, Donegal.

Area in square miles	663
Population, according to Census Returns of 1851	88,578

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal	Banagh	All the parishes in barony.
	Boylagh (part of)	Inishkeel (part of), Killybegs, Lower (part of).
	Tirhugh	All the parishes in barony.
Fermanagh	Lurg	Belleek, Drumkeeran, Templecarn (part of)

No. 7.—Strabane District.

Inspector, Andrew O'Callaghan, Esq.—Residence, Strabane.

Area in square miles	720
Population, according to Census Returns of 1851	108,671

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal	Raphoe (part of)	Clonleigh, Donaghmore, Raphoe, Taughboyne, Urney (part of).
Londonderry	Keenaght (part of)	Bovevagh, Banagher (part of), Dungiven.
	Tirkeeran (part of)	Banagher (part of), Cumber, Upper (part of), Cumber, Lower (detached part) †
Tyrone	Omagh (part of)	Skirts of Urney and Ardstraw, Termonamongan.
	Strabane (part of)	Ardstraw, Bodoney, Upper, Bodoney, Lower, Camus, Cumber, Upper (part of), Donaghedy, Leckpatrick, Urney.

* All the townlands in the Parish of Connor belong to this District, except the following, which are in District 4.—Appletee, Ballee, Ballycowan, Carnaghts, Crevilly Valley, Cromkill, Kilgad, Lisnawhiggel, Slaght, Tawneybrack, and Tullaghgarley.

† This detached part is all comprehended in the Townland of Teenaght. The remainder of the Parish is in District 2.

No. 8.—Cookstown District.

Inspector, George Field, Esq.—Residence, Cookstown.

Area in square miles	636
Population, according to Census Returns of 1851	191,403

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Armagh	Armagh (part of)	Clonfeacle (part of), Eglish (part of), Grange (part of), Loughgall (part of.)
	O'Neilland, West (part of)	All the parishes, except Drumcree (in Dis. 9) and Mullaghbrack (in Dis. 20).
	Tiranny (part of)	Eglish (part of).
Londonderry	Loughinsholin (pt. of)	Artrea (part of), Ardboe (part of), Ballynascreen, Ballyscullion (part of), Ballinderry (part of), Desertmartin, Desertlyn, Derryloran (part of), Killelagh, Kilcronaghan, Lissan (part of), Maghera, Magherafelt, Termoneeny, Tamlaght (part of).
Tyrone	Dungannon (pt. of)	All the parishes, except Aghaloo (in Dis. 14)

No. 9.—Belfast District.

Inspector, James Patterson, Esq.—Residence, Belfast.

Area in square miles	248
Population, according to Census Returns of 1851	207,714

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim	Belfast, Lr. (part of)	Carnmoney, Shankill (part of).
	Belfast, Up. (part of)	Derryaghy (part of), Drumbeg (part of), Lambeg (part of), Shankill (part of).
	Massereene, Upper	All the parishes in barony.
Armagh	O'Neilland, East	Ditto.
	O'Neilland, West (part of)	Drumcree.
Down	Castlereagh, Upper (part of)	Blaris (part of), Drumbeg (part of), Knockbreda (part of), Lambeg (part of).
	Iveagh, Lr. (part of)	Blaris (part of), Magheralin (part of), Moira, Shankill (part of).

No. 10.—Newtownards District.

Inspector, A. T. Osborne, Esq.—Residence, Newtownards.

Area in square miles	304
Population, according to Census Returns of 1851	103,838

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Down	Ards	All the parishes in barony.
	Dufferin	Ditto.
	Kinelarty (part of)	Kilmore (part of).

No. 10.—Newtownards District—*continued.*

County.	Barony.	Parish.
Down—*con.*	Lecale (part of)	Inch.
	Lower Castlereagh	All the parishes in barony.
	Upper Castlereagh (part of)	Comber (part of), Drumbo, Killaney, Killinchy (part of), Killyleagh (part of), Kilmore (part of), Saintfield.

No. 11.—Sligo District.

Inspector, John W. Rogers, Esq.—Residence, Sligo.

Area in square miles	682
Population, according to Census Returns of 1851	127,287

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Leitrim	Drumahaire	All the parishes except Drumreilly (part of, in District 17).
	Rossclogher	All the parishes in barony.
Sligo	Carbury	Ditto.
	Corran (part of)	Cloonoghil, Emlaghfad, Kilmorgan.
	Leyny (part of)	All the parishes except Kilmacteige (in District 16).
	Tireragh (part of)	Dromard, Skreen, Templeboy.
	Tirerrill (part of)	Ballynakill, Ballysadare (part of), Ballysumaghan, Drumcolumb, Killery, Kilmacallan, Kilross, Tawnagh.

No. 12.—Enniskillen District.

Inspector, John Nixon, Esq.—Residence, Enniskillen.

Area in square miles	539
Population, according to Census Returns of 1851	95,018

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan	Tullyhaw (part of)	Killinagh.
Fermanagh	Clanawley	All the parishes in barony.
	Lurg (part of)	Derryvullan (part of), Magheraculmoney, Trory (part of).
	Magheraboy	All the parishes in barony.
	Magherastephena	Ditto.
	Tirkennedy	Ditto.
Tyrone	Clogher (part of)	Aghalurcher (part of), Clogher (the village and townland of Fivemiletown) *
	Omagh (part of)	Kilskeery.

No. 13.—Omagh District.

Inspector,† T. M'Ilroy, Esq.—Residence, Omagh.

Area in square miles	427
Population, according to Census Returns of 1851	82,850

* The remainder of this Parish belongs to District 13.
† John Craig, Esq., Sub-Inspector, assisting.

No. 13.—Omagh District—*continued.*

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Tyrone . .	Clogher (part of) .	Clogher,* Donacavey (part of), Errigal Keerogue, Errigal Trough (part of).
	Omagh (part of) .	Cappagh (part of), Clogherny, Donacavey (part of), Dromore, Drumragh, Longfield, East, Longfield, West, Termonmaguirk (part of).
	Strabane (part of) .	Cappagh (part of), Termonmaguirk (pt. of).

No. 14.—Monaghan District.

Inspector, Samuel Browne, Esq.—Residence, Monaghan.

Area in square miles	501
Population, according to Census Returns of 1851 . . .	146,802

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Armagh . .	Armagh (part of) .	Armagh (part of), Derrynoose (part of), Keady (part of), Lisnadill (part of), Tynan (part of).
	Fews, Lower (pt. of)	Lisnadill (part of).
	Fews, Upper (pt. of)	Ditto.
	Tiranny (part of) .	All the parishes except Eglish (part of, in District 8).
Fermanagh .	Clankelly (part of)	Clones (part of).
Monaghan .	Cremorne (part of)	All the parishes except Aghnamullen (in District 19).
	Dartree (part of) .	Aghabog, Clones (part of), Ematris, Killeevan (part of).
	Monaghan . .	All the parishes in barony.
	Trough . . .	Ditto.
Tyrone . .	Dungannon (pt. of)	Aghaloo.

No. 15.—Castlewellan District.

Inspector, William A. Hunter, Esq.—Residence, Castlewellan.

Area in square miles	524
Population, according to Census Returns of 1851 . . .	164,590

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Down . .	Kinelarty (part of)	All the parishes except Kilmore (in Dis. 10).
	Lecale (part of) .	All the parishes except Inch (in District 10).
	Lower Iveagh (pt. of)	Aghaderg (part of), Annahilt (part of), Donaghcloney, Dromara (part of), Dromore, Garvaghy (part of), Hillsborough, Magheradrool (part of), Magherally, Seapatrick (part of), Tullylish.
	Mourne . . .	All the parishes in barony.
	Upper Iveagh (pt. of)	Aghaderg (part of), Annaclone, Clonduff, Dromara (part of), Drumballyroney, Drumgath, Drumgooland, Garvaghy (part of), Kilcoo, Kilmegan (part of), Maghera, Seapatrick (part of).

* Except the Village and Townland of Fivemiletown, in District 12.

No. 16.—Ballina District.

Inspector, James Doheny, Esq.—Residence, Ballina.

Area in square miles	797
Population, according to Census Returns of 1851	89,319

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Mayo	Erris (part of)	All the barony except the portion of the parish of Kilcommon, south of the Owenmore River (in District 21).
	Gallen (part of)	Attymas, Kilgarvan, Killasser, Toomore.
	Tirawley (part of)	All the parishes except Addergoole (in District 21).
Sligo	Leyny (part of)	Kilmacteige.
	Tireragh (part of)	Castleconor, Easky, Kilglass, Kilmacshalgan, Kilmoremoy (part of).

No. 17.—Carrick-on-Shannon District.

Inspector, C. Mahony, Esq.—Residence, Carrick-on-Shannon.

Area in square miles	581
Population, according to Census Returns of 1851	121,111

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Leitrim	Drumahaire (pt. of)	Drumreilly (part of).
	Leitrim	All the parishes in barony.
	Mohill	Ditto.
Roscommon	Ballintober, North (part of)	Kilmore.
	Boyle	All the parishes in barony.
	Frenchpark (pt. of)	All the parishes except Tibohine (in Dis. 22).
	Roscommon (pt. of)	Aughrim, Clooncraff, Creeve (part of), Elphin, Kiltrustan, Shankill.
Sligo	Coolavin	All the parishes in barony.
	Corran (part of)	Drumrat, Kilshalvy, Kilturra (part of), Toomour.
	Tirerrill (part of)	Aghanagh, Killadoon, Kilmactranny, Shancough.

No. 18.—Belturbet District.

Inspector, James Morrell, Esq.—Residence, Belturbet.

Area in square miles	524
Population, according to Census Returns of 1851	114,114

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan	Loughtee, Lower	All the parishes in barony.
	Loughtee, Up. (pt of)	All the parishes except Killinkere (in Dis. 19).
	Tullygarvey (pt. of)	Annagh (part of), Drung (a portion of this parish).*
	Tullyhaw (part of)	All the parishes except Killinagh (in Dis. 12).
	Tullyhunco (pt. of)	Kildallan, Killashandra.
Fermanagh	Clankelly (part of)	Galloon (part of).
	Coole	All the parishes in barony.
	Knockninny	Ditto.
Leitrim	Carrigallen	Ditto.
Monaghan	Dartree (part of)	Currin (part of), Drummully (part of).

* The following Townlands, in the Parish of Drung, are allocated to District 19:—Edrans, Greaghcrottagh, Lappanbane, Lappanduff, and Loughlinnan. The remaining Townlands are in this District.

No. 19.—Bailieboro' District.

Inspector, Samuel Adair, Esq.—Residence, Bailieboro'.

Area in square miles	469
Population, according to Census Returns of 1851 . . .	119,477

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan . .	Castlerahan (pt. of)	Killinkere (part of), Loughan, or Castlekeeran, Lurgan (a portion of this parish),* Mullagh.
	Clankee . . .	All the parishes in barony.
	Loughtee, Up. (pt. of)	Killinkere (part of).
	Tullygarvey (pt. of)	Drung (a portion of this parish),† Drumgoon (part of), Kildrumsherdan, Larah (part of).
Meath . .	Lower Kells . .	All the parishes in barony.
	Lower Slane (pt. of)	Ardagh (part of).
	Morgallion (part of)	Enniskeen (part of), Nobber (part of).
Monaghan .	Cremorne (part of)	Aghnamullen.
	Farney . . .	All the parishes in barony.

No. 20.—Newry District.

Inspector, Alexander J. Simpson, Esq.—Residence, Newry.

Area in square miles	384
Population, according to Census Returns of 1851 . . .	137,483

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Armagh . .	Fews, Lower (pt. of)	All the parishes in these baronies except Lisnadill (in Dis. 14).
	Fews, Upper (pt. of)	
	O'Neilland, West (part of) . .	Mullaghbrack (part of).
	Orior, Lower . .	All the parishes in barony.
	Orior, Upper . .	Ditto.
Down . .	Iveagh, Up. (pt. of)	Clonallen, Donaghmore, Kilbroney, Warrenspoint.
	Lordship of Newry	All the parishes.
Louth . .	Dundalk, Lower .	All the parishes in barony.
	Dundalk, Up. (pt. of)	Creggan (part of), Faughart, Kane, Roche.

No. 21.—Westport District.

Inspector, P. T. Macaulay, Esq.—Residence, Westport.

Area in square miles	1,018
Population, according to Census Returns of 1851 . . .	99,414

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway . .	Ballynahinch (pt. of)	Ballynakill.
	Ross . . .	All the parishes in barony.
Mayo . .	Burrishoole . .	Ditto.

* The following are the Townlands in the Parish of Lurgan, in this District:—Aghnadrung, Ballaghanea, Burrencarragh, Burrenrea, Carrakeelty-beg, Carrakeelty-more, Cornashesk, Cornasleive, Crannadillon, Curracloghan, Drumheel, Dunancory, Kilnagnn, Lisduff, Lisgrea, Lislea, Mullaghmore, Murmod, Pollintemple, Rahardrum, Stramatt, and Virginia. The remainder of the Parish is in District 24.

† The following are the Townlands in the Parish of Drung, in this District:—Edrans, Greaghcrottagh Lappanbane, Lappanduff, and Loughlinnan. The remainder of the Parish is in District 18.

No. 21.—Westport District—*continued.*

County.	Barony.	Parish.
Mayo—*con.*	Carra (part of)	Aglish, Ballintober (part of), Ballyhean, Ballyovey, Breaghwy, Burriscara, Islandeady (part of), Turlough.
	Erris (part of)	Kilcommon (the portion of this parish south of the Owenmore River).*
	Murrisk	All the parishes in barony.
	Tirawley (part of)	Addergoole.

No. 22.—Claremorris District.

Inspector, John M'Sweeny, Esq.—Residence, Claremorris.

Area in square miles	968
Population, according to Census Returns of 1851	188,208

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway	Ballymoe (part of)	Boyounagh (part of), Clonbern, Drumatemple (part of), Dunmore (part of), Kilcroan, Killererin (part of), Templetogher, Tuam (part of).
	Clare (part of)	Killererin (part of), Tuam (part of).
	Dunmore	All the parishes in barony.
	Tiaquin (part of)	Boyounagh (part of).
Mayo	Carra (part of)	Drum, Kildacommoge (part of), Manulla, Roslee, Touaghty.
	Clanmorris	All the parishes in barony.
	Costello	Ditto.
	Gallen (part of)	Bohola, Kilconduff, Kildacommoge (part of), Killedan, Meelick, Templemore.
	Kilmaine	All the parishes in barony.
Roscommon	Castlereagh (pt. of)	Kiltullagh.
	Frenchpark (pt. of)	Tibohine.

No. 23.—Roscommon District.

Inspector, T. K. Strong, Esq.—Residence, Roscommon.

Area in square miles	865
Population, according to Census Returns of 1851	152,980

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway	Ballymoe (part of)	Ballynakill (part of), Dunamon (part of), Kilbegnet.
	Killian	All the parishes in barony.
	Tiaquin (part of)	Kilkerrin, Killoscobe, Killosolan (part of), Moylough (part of).
Longford	Moydow (part of)	Killashee (part of), Kilcommock (part of).
	Rathcline	All the parishes in barony.
Roscommon	Athlone	Ditto.
	Ballintober, South	Ditto.
	Ballintober, North (part of)	Kilglass (part of), Termonbarry.
	Ballymoe	All the parishes in barony.
	Castlereagh (part of)	All except parish of Kiltullagh (to Dis. 22).
	Roscommon (pt. of)	Bumlin, Cloonfinlough, Kilbride (part of), Kilcooley, Kilglass (part of), Killukin, Lissonuffy, Ogulla.
Westmeath	Brawny	All the parishes in barony.
	Kilkenny, West	All except parish of Drumraney (to Dis. 27).

* The remainder of the Parish is in District 16.

No. 24.—Granard District.

Inspector,* Edward W. Birmingham, Esq.—Residence, Granard.

Area in square miles 620
Population, according to Census Returns of 1851 . . . 129,151

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan	Castlerahan (pt. of)	Bailieborough (part of), Castlerahan, Crosserlough (part of), Denn (part of), Lurgan (a portion of this parish),† Munterconnaught.
	Clanmahon	All the parishes in barony.
	Tullyhunco (pt. of)	Scrabby.
Longford	Ardagh, Granard, Longford	All the parishes in these baronies.
	Moydow (part of)	Ardagh (part of), Ballymacormick (part of), Kilglass (part of), Moydow, Taghsheenod (part of).
	Shrule (part of)	Abbeyshrule, Agharra, Kilcommock (part of), Kilglass (part of), Taghshinny (part of), Taghsheenod (part of).
Meath	Fore	All the parishes in barony.
Westmeath	Fore (part of)	Foyran, Lickbla, Mayne, Rathgarve, St. Feighins, St. Mary's.
	Moygoish (part of)	Rathaspick, Russagh, Street (part of).

No. 25.—Trim District.

Inspector, Eugene A. Conwell, Esq.—Residence, Trim.

Area in square miles 558
Population, according to Census Returns of 1851 . . . 87,531

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kildare	Carbury (part of)	All the parishes, except Kilpatrick (to District 33).
Meath	Deece, Lower	All the parishes in barony.
	Deece, Up. (part of)	Agher (part of), Culmullin (part of), Drumlargan, Gallow, Kilmore, Rathcore (part of).
	Kells, Upper, Lune	All the parishes in these baronies.
	Morgallion (part of)	Ardagh (part of), Castletown, Clongill, Drakestown, Kilberry, Kilshine, Knock.
	Moyfenrath, Lower	All the parishes in barony.
	Moyfenrath, Upper (part of)	Castlerickard (part of), Clonard, Killyon.
	Navan, Lower, Navan, Upper	All the parishes in these baronies.
	Ratoath (part of)	Crickstown, Culmullin (part of), Dunshaughlin, Kilbrew, Rathbeggan, Rathregan, Ratoath, Trevet (part of).
	Skreen (part of)	Dunsany, Killeen, Skreen, Tara, Trevet (part of).
Westmeath	Delvin (part of)	Castletowndelvin, Clonarney, Killua.

* C. W. Duggan, Esq., Sub-Inspector, assisting.

† The following are the Townlands in the Parish of Lurgan, in this District:—Aghacashel, Aghaloughan, Cleggan, Coppanagh Glebe, Coragh, Correagh Glebe, Curraghkeel, Curraghmore, Deerpark, Derryevin, Drumderg, Drumderg Glebe, Drumgora, Dunnamoney, Fintawan, Gallonnambraher, Keelagh Glebe, Lattoon, Lisneen, Lisnafana, Lurgan, Lurgan Glebe, and Pollamalady. The remainder of the Parish is in District 19.

No. 26.—Drogheda District.

Inspector, F. F. O'Carroll, Esq.—Residence, Drogheda.

Area in square miles 501
Population, according to Census Returns of 1851 . . . 111,408

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin	Balrothery, East (part of)	Balrothery, Balscaddan.
	Balrothery, West (part of)	Garristown, Grallagh, Hollywood, Naul.
Louth	Ardee	All the parishes in these baronies.
	Drogheda	
	Dundalk, Up. (pt. of)	Ballybarrack, Barronstown, Castletown (part of), Dunbin, Dundalk, Inishkeen (part of), Haggardstown, Haynestown, Louth (part of), Philipstown.
Meath	Ferrard	All the parishes in these baronies.
	Louth	
	Duleek, Lower	
	Duleek, Upper	
	Skreen (part of),	Ardmulchan, Athlumney, Brownstown, Cushinstown, Danestown (part of), Dowdstown, Follistown, Kilcarn, Kilmoon, Lismullin, Macetown, Monktown, Rathfeigh, Staffordstown, Templekeeran, Timoole.
	Slane, Lower	All the parishes, except Ardagh (to District 19).
	Slane, Upper	All the parishes in barony.

No. 27.—Mullingar District.

Inspector, J. G. Fitzgerald, Esq.—Residence, Mullingar.

Area in square miles 702
Population, according to Census Returns of 1851 . . . 115,427

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
King's	Ballycowan	All the parishes in barony.
	Coolestown (part of)	Ballynakill, Castlejordan (part of), Monasteroris.
	Kilcoursey	All the parishes in barony.
	Philipstown, Lower (part of)	Ballyburly (part of) Ballycommon, Croghan, Kilclonfert (northern portion).*
	Warrenstown	All the parishes in barony.
Longford	Shrule (part of)	Forgney, Noughaval (part of).
Meath	Moyfenrath, Upper (part of)	Ballyboggan, Castlejordan (part of).
Westmeath	Corkaree	All the parishes in these baronies.
	Clonlonan	
	Delvin (part of)	Kilcumny, Killagh, Killucan (pt. of), Killulagh.
	Farbill	All the parishes in these baronies.
	Fartullagh	
	Fore (part of)	Faughalstown, Kilpatrick.
	Kilkenny, West (part of)	Drumraney.
	Moyashel & Magheradernon	All the parishes in barony.
	Moygoish (part of)	Kilbixy, Kilmacnevan, Templeoran.
	Moycashel	All the parishes in these baronies.
	Rathconrath	

* The southern portion of this Parish being detached, is in District 33.

No. 28.—Dublin North District.

Inspector,* Michael Coyle, Esq.—Residence, 24, Nelson-street, Dublin.

Area in square miles 367
Population, according to Census Returns of 1851 . . . 118,563

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin . .	Balrothery, East (part of) . .	Baldongan, Holmpatrick, Lusk.
	Balrothery, West (part of) . .	Ballyboghil, Ballymadun, Clonmethan, Palmerstown, Westpalstown.
	Castleknock . . } Coolock . . . }	All the parishes in these baronies.
	Dublin City, North †	Glasnevin (part of), Grangegorman (part of), St. George's (part of), St. Mary's, St. Michan's, St. Paul's, St. Thomas'.
Kildare . .	Nethercross . . } Clane . . . . } Ikeathy and Oughterany . . . }	All the parishes in these baronies.
	North Naas (part of)	Bodenstown, Kerdiffstown, Killashee (part of), Naas, Sherlockstown, Whitechurch.
	North Salt . .	All the parishes in barony.
Meath . .	Deece, Up. (part of)	Balfeaghan, Kilclone, Moyglare, Rodanstown.
	Dunboyne . .	All the parishes in barony.
	Ratoath (part of) .	Ballymaglassan, Cookstown, Donaghmore, Greenoge, Killegland.

No. 29.—Dublin South District.

Inspector,‡ Wm. Macdermott, Esq.—Residence, 5, Hardwicke-place, Dublin.

Area in square miles 312
Population, according to Census Returns of 1851 . . . 252,656

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin . .	Dublin City, South (part of). .	St. Andrew's, St. Anne's, St. Audoen's, St. Bridget's, St. Catherine's (part of), St. James' (part of), St. John's, St. Luke's, St. Mark's (part of), St. Michael's, St. Nicholas Within, St. Nicholas Without (part of), St. Peter's (part of), St. Werburgh's, Liberties of Christ's Church, Liberties of St. Patrick's.
	Dublin, . . . } Newcastle . . } Rathdown . . } Uppercross § . . }	All the parishes in these baronies.
Kildare . .	North Naas (pt. of)	Johnstown, Rathmore, Tipper.
	South Salt . .	All the parishes in barony.
Wicklow . .	Lower Talbotstown (part of) . .	Blessington, Boystown, Burgage, Donard, Hollywood, Kilbride.

* W. R. Molloy, Esq., Sub-Inspector, assisting.
† The Inchicore Railway Model Schools, near the City, but in the Barony of Uppercross, are attached to this District.
‡ George R. O'Galligan, Esq., Sub-Inspector, assisting.
§ The Inchicore Railway Model School, in this Barony, is attached to District 28.

No. 30.—Galway District.

Inspector, D. M. Wilson, Esq.—Residence, Galway.

Area in square miles	958
Population, according to Census Returns of 1851 . . .	105,319

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway . .	Aran . . .	All the parishes in barony.
	Athenry (part of) .	Athenry (part of).
	Ballynahinch (pt of)	All the parishes except Ballynakill (in Dis. 21).
	Clare (part of) .	All the parishes except Killererin and Tuam (in District 22).
	Dunkellin (part of)	Ardrahan (part of), Athenry (part of), Ballynacourty, Claregalway (part of), Drumacoo, Kilcolgan, Killeely, Killeenavarra, Killeeneen, Oranmore (part of), Stradbally.
	Galway . . .	All the parishes in barony.
	Kiltartan (part of) .	Ardrahan (part of), Killinny, Kinvarradoorus.
	Moycullen . .	All the parishes in barony.
	Tiaquin (part of) .	Abbeyknockmoy (part of), Killererin (part of), Monivea (part of).

No. 31.—Loughrea District.

Inspector, R. Potterton, Esq.—Residence, Loughrea.

Area in square miles	789
Population, according to Census Returns of 1851 . . .	114,886

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Clare . .	Tulla, Upper (pt. of)	Feakle, Inishcaltra (part of), Moynoe, Tomgraney.
Galway . .	Athenry (part of) .	All the parishes except Athenry (to Dis. 30).
	Clonmacnowen .	All the parishes in barony.
	Dunkellin (part of)	Kilchreest (part of), Kilconickny (part of), Kilconierin (part of), Killinan (part of), Killogilleen (part of), Killora, Lickerrig (part of).
	Kilconnell . .	All the parishes in barony.
	Kiltartan (part of) .	Beagh, Kilbeacanty, Kilmacduagh, Kiltartan, Kilthomas (part of).
	Leitrim . . .	All the parishes in barony.
	Longford (part of) .	Abbeygormacan (part of), Clontuskert (part of), Duniry (part of), Killimorbologue, Killoran (part of), Kilmalinoge, Kilquain, Kiltormer, Lickmolassy, Tynagh (part of), Tiranascragh.
	Loughrea . .	All the parishes in barony.
	Tiaquin (part of) .	Ballymacward (part of), Cloonkeen, Killimordaly (part of).
Roscommon .	Moycarn (part of) .	Creagh.

No. 32.—Parsonstown District.

Inspector,* James R. Butler, Esq.—Residence, Parsonstown.

Area in square miles	859
Population, according to Census Returns of 1851	138,688

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway	Longford (part of)	Clonfert, Donanaghta, Fahy, Meelick.
King's	Ballyboy (part of)	Ballyboy.
	Ballybritt, Clonlisk, Eglish, Garrycastle	All the parishes in these baronies.
Roscommon	Moycarn (part of)	Moore.
Tipperary	Ikerrin (part of)	Borrisnafarney (part of), Bourney, Corbally (part of), Cullenwaine (part of), Rathnaveoge, Roscrea (part of).
	Ormond, Lower, Ormond, Upper	All the parishes in these baronies.

No. 33.—Maryborough District.

Inspector, M. Lawler, Esq.—Residence, Maryborough.

Area in square miles	769
Population, according to Census Returns of 1851	115,877

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kildare	Carbury (part of)	Kilpatrick.
	East Offaly (part of)	Cloncurry, Grangeclare, Lullymore, Rathangan (part of), Thomastown.
	West Offaly (part of)	Duneany, Knavinstown, Lackagh, Monasterevan, Rathangan (part of).
Kilkenny	Fassadinin (part of)	Abbeyleix (part of), Attanagh (part of), Kilmenan, Rosconnell (part of).
	Galmoy (part of)	Aharney (part of), Balleen, Coolcashin, Durrow (part of), Glashare (part of), Rathbeagh (part of), Rathlogan, Sheffin (pt. of).
King's	Ballyboy (part of)	Killoughy.
	Coolestown (pt. of)	Clonsast.
	Geashill	All the parishes in barony.
	Lower Philipstown (part of)	Kilclonfert (southern portion),† Killaderry.
	Upper Philipstown	All the parishes in barony.
Queen's	Clandonagh (pt. of)	Aghaboe (part of), Coolkerry (part of), Kyle, Skirk.
	Clarmallagh, Cullenagh, Maryborough, East, Ditto West, Portnahinch	All the parishes in these baronies.
	Stradbally (part of)	Dysartenos (part of), Fossy or Timahoe (part of), Killenny, Kilteale (part of).
	Tinnahinch, Upperwoods	All the parishes in these baronies.

* Edward Childs, Esq., Sub-Inspector, assisting.

† This portion contains the Townlands of Clonarron or Riverlyons, Killeen, Killoneen, and Mullalough or Cavemount. The remainder of the Parish is in District 27.

No. 34.—Athy District.

Inspector, John Molloy, Esq.—Residence, Athy.

Area in square miles	628
Population, according to Census Returns of 1851	113,541

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Carlow	Carlow	All the parishes in barony.
	Forth (part of)	Ballyellin (north portion of),* Gilbertstown (except detached portion),† Nurney (part of), Templepeter, Tullowmagimma (pt. of).
	Idrone, East (pt. of)	Agha, Killinane (part of), Nurney (part of).
	Idrone, West (pt. of)	Cloydagh (part of), Tullowcreen, Wells (pt. of).
Kildare	Connell Kilcullen Kilkea and Moone Narragh & Rheban, East Ditto, West	All the parishes in these baronies.
	East Offaly (pt. of)	Ballymany, Ballysax, Ballyshannon (part of), Carn, Dunmurry, Feighcullen (part of), Kildare (part of), Kilmeage (part of), Moone (part of), Pollardstown, Tully (part of).
	West Offaly (part of)	Ballybracken, Ballyshannon (part of), Fontstown (part of), Harristown, Kildangan, Kilrush, Nurney, Walterstown.
	South Naas	All the parishes in barony.
Kilkenny	Fassadinin (part of)	Castlecomer, Rathaspick (part of).
Queen's	Ballyadams Slievemargy	All the parishes in these baronies.
	Stradbally (part of)	Ballyadams (part of), Curraclone, Moyanna, Stradbally, Timogue, Tullomoy (part of).
Wicklow	Talbotstown, Lower (part of)	Crehelp, Dunlavin (part of), Tober.
	Talbotstown, Upper (part of)	Ballynure, Baltinglass, Dunlavin (part of), Freynestown, Rathbran, Rathsallagh, Rathtoole.

No. 35.—Rathdrum District.

Inspector,‡ John G. Fleming, Esq.—Residence, Rathdrum.

Area in square miles	823
Population, according to Census Returns of 1851	117,477

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Carlow	Forth (part of)	Ardoyne (part of).
	Rathvilly St. Mullins, Upper	All the parishes in these baronies.

* This portion of the Parish contains the Townlands of Ardbearn and Bendinstown; the south portion is in District 39.

† The detached portion of Gilbertstown being conterminous with the Townland of Lisgarvan, is in District 39.

‡ John Barrett, Esq., Sub-Inspector, assisting.

No. 35.—Rathdrum District—*continued.*

County.	Barony.	Parish.
Wexford . .	Ballaghkeen (pt. of)	Ardamine, Kilcavin (part of), Kilmakilloge (part of), Kiltennel.
	Gorey (part of) .	Carnew (part of), Crosspatrick (part of), Inch (part of), Kilcavan (part of), Kilgorman, Kilmakilloge (part of), Kilnahue, Kilnenor, Kilpipe (part of), Rossminoge.
	Scarawalsh (part of)	Carnew (part of), Moyacomb (part of).
Wicklow . .	Arklow . . .	All the parishes in these baronies.
	Ballinacor, North .	
	Ballinacor, South .	
	Newcastle . .	
	Rathdown . .	
	Shillelagh . .	
	Talbotstown, Upper (part of) . .	Donaghmore, Kilranelagh, Kiltegan (part of),

No. 36.—Ennis District.

Inspector, Patrick Quinlan, Esq.—Residence, Ennis.

Area in square miles	921
Population, according to Census Returns of 1851 . . .	167,975

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Clare . .	Bunratty, Lr. (pt. of)	Clonloghan, Drumline, Kilconry, Kilmaleery, Kilnasoolagh, Tomfinlough.
	Bunratty, Upper .	All the parishes in these baronies.
	Burren . . .	
	Clonderalaw . .	
	Corcomroe . .	
	Ibrickan . .	
	Inchiquin . .	
	Islands . . .	
	Moyarta . . .	
	Tulla, Upper (pt. of)	Tulla.

No. 37.—Limerick District.

Inspector, Brian MacSheehy, Esq.—Residence, Limerick.

Area in square miles	487
Population, according to Census Returns of 1851 . . .	143,659

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Clare . .	Bunratty Lr. (pt. of)	Bunratty, Feenagh, Kilfinaghta, Kilfintinan, Killeely (part of), Kilmurry, St. Munchin's (part of), St. Patrick's (part of).
	Tulla, Lower . .	All the parishes in barony.
	Tulla, Upper (pt. of)	Kilnoe.
Limerick . .	Clanwilliam (pt. of)	All the parishes except Aglishcormack (in Dis. 42).
	Limerick . .	All the parishes in these baronies.
	Owneybeg . .	
	Pubblebrien (pt. of)	Croom (parts of), Kilkeedy, Killeely (part of), Killonahan (part of), Knocknagaul, Mungret, St. Michael's (part of), St. Munchin's (part of), St. Nicholas (part of).
Tipperary .	Owney and Arra .	All the parishes in barony.

No. 38.—Thurles District.

Inspector, J. C. Lane, Esq.—Residence, Thurles.

Area in square miles	650
Population, according to Census Returns of 1851	128,943

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kilkenny	Cranagh (part of)	Ballylarkin, Clomantagh, Fertagh (part of), Freshford, Garranamanagh, Kilcooly (part of), Killahy, Sheffin (part of), Tubbridbritain.
	Galmoy (part of)	Borrismore, Erke (part of), Fertagh (part of), Urlingford.
Limerick	Coonagh (part of)	Ballynaclogh, Castletown, Doon (parts of), Grean (part of), Oola, Templebredon (part of), Tuoghcluggin.
Queen's	Clandonagh (part of)	Bordwell (part of), Donaghmore, Erke (part of), Rathdowney (part of), Rathsaran.
Tipperary	Clanwilliam (pt. of)	Ballygriffin, Clonoulty (part of), Corroge, Cullen, Dangandargan (part of), Donohill (part of), Emly, Glenbane, Kilcornan, Kilmucklin, Lattin, Oughterleague (part of), Rathlynin, Shronell, Solloghodbeg, Solloghodmore, Templebredon (part of), Templenoe, Tipperary, Toem (part of).
	Eliogarty	All the parishes in barony.
	Ikerrin (part of)	Barnane-ely, Killavinoge, Killea, Killoskehan, Templemore (part of), Templeree, Templetuohy (part of).
	Kilnamanagh, Up. Kilnamanagh, Lr.	All the parishes in these baronies.
	Middlethird (pt. of)	Ardmayle, Ballysheehan, Erry, Gaile, Graystown (part of), Holycross (part of).
	Slievardagh (pt. of)	Buolick, Fennor, Kilcooly (part of).

No. 39.—Kilkenny District.

Inspector, John Bradford, Esq.—Residence, Kilkenny.

Area in square miles	597
Population, according to Census Returns of 1851	121,653

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Carlow	Forth (part of)	Aghade, Ballon, Ballyellin (south portion),* Barragh (part of), Fennagh (parts of), Gilbertstown (detached portion),† Kellistown (part of), Myshall (part of).
	Idrone, East (pt. of)	Ballyellin (parts of), Clonygoose, Dunleckny, Fennagh (parts of), Kiltennell, Lorum, Myshall (part of), Sliguff, Ullard (part of).
	Idrone, West (pt. of)	Killinane (part of), Oldleighlin.
	St. Mullin's Lower,	All the parishes in barony.

* This portion of the Parish contains the Townlands of Ballykealy, Killane, Kilknock, and Raheenkillane. The north portion is in District 34.

† This portion is conterminous with the Townland of Lisgarvan. The remainder of the Parish is in District 34.

No. 39.—Kilkenny District—*continued.*

County.	Barony.	Parish.
Kilkenny	Callan (Liberties of) and City of Kilkenny	All the parishes.
	Crannagh (part of)	Ballinamara, Ballycallan, Clashacrow, Coolcraheen (part of), Killaloe (part of), Kilmanagh, Odagh (part of), St. Canice (part of), Tullaghanbrogue (part of), Tullaroan.
	Fassadinin (part of)	Coolcraheen (part of), Donaghmore, Dunmore, Dysart, Grangemaccomb, Kilmacar, Kilmademoge, Kilmadum (part of), Mayne, Mothell (part of), Muckalee, Oddagh (part of), Rathbeagh (part of).
	Gowran	All the parishes in barony.
	Kells (part of)	Ballytobin, Dunnamagan (part of), Kells (part of), Kilree, Mallardstown, Stonecarthy (part of).
	Knocktopher (pt. of)	Ennisnag (part of), Jerpointchurch, Knocktopher, Stonecarthy (part of).
	Shillelogher	All the parishes in barony.

No. 40.—Wexford District.

Inspector, Henry P. Clarke, Esq.—Residence, Wexford.

Area in square miles	690
Population, according to Census Returns of 1851	143,316

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Wexford	Ballaghkeen (pt. of)	Ballyhuskard, Ballynaslaney (part of), Ballyvaldon, Ballyvaloo, Castle-ellis, Donaghmore (part of), Edermine, Kilcormick (part of), Killenagh, Killila, Killincooly, Killisk, Kilmallock, Kilmuckridge, Kilnamanagh, Kiltrisk (part of), Meelnagh, Monamolin (part of), St. Margaret's (part of), St. Nicholas, Skreen (part of), Templeshannon (part of).
	Bantry, Bargy, Forth	All the parishes in these baronies.
	Gorey (part of)	Ballycanew, Donaghmore (part of), Ferns (part of), Kilcormick (part of), Kiltrisk (part of), Liskinfere, Monamolin (part of), Toome (part of).
	Scarawalsh (part of)	Ballycarney, Clone, Ferns (part of), Kilbride, Kilcomb, Kilrush, Monart, St. Mary's (Enniscorthy), St. Mary's (Newtownbarry), Templeshanbo, Templeshannon (part of), Toome (part of).
	Shelmaliere, East, Shelmaliere, West	All the parishes in these baronies.

No. 41.—Tralee District.

Inspector, J. Brown, Esq.—Residence, Tralee.

Area in square miles	793
Population, according to Census Returns of 1851	135,141

No. 41.—Tralee District—*continued.*

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kerry	Clanmaurice Corkaguiny Iraghticonnor	All the parishes in these baronies.
	Trughanacmy (pt. of)	Annagh (part of), Ardfert (part of), Ballincuslane, Ballymacelligott, Ballynahaglish, Ballyseedy, Brosna, Castleisland, Clogherbrien, Currans (part of), Dysert, Fenit, Nohaval, O'Brennan, Ratass, Tralee.

No. 42.—Rathkeale District.

Inspector, R. S. Currie, Esq.—Residence, Rathkeale.

Area in square miles	813
Population, according to Census Returns of 1851	156,271

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Limerick	Clanwilliam (pt. of)	Aglishcormick (part of).
	Coonagh (part of)	Aglishcormick (part of), Kilteely (part of).
	Coshlea Coshma Glenquin Kenry Kilmallock (Liberties of) Lower Connello	All the parishes in these baronies.
	Pubblebrien (pt. of)	Ballycahane (part of), Crecora, Killeenoghty (part of), Kilpeacon (part of), Monasteranenagh (part of).
	Shanid Small County Upper Connello	All the parishes in these baronies.

No. 43.—Clonmel District.

Inspector, Edward MacCreanor, Esq.—Residence, Clonmel.

Area in square miles	780
Population, according to Census Returns of 1851	163,228

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kilkenny	Kells	Coolaghmore, Kilamery, Kilmaganny, Tullahought.
Tipperary	Clanwilliam (pt. of)	Bruis, Clonbeg, Clonbullogue, Clonpet, Cordangan, Kilfeakle, Killardry, Kilshane, Relickmurry and Athassel (part of), Templeneiry.
	Iffa and Offa, East Iffa and Offa, West	All the parishes in these baronies.
	Middlethird (pt. of)	Baptistgrange, Barretsgrange, Boytonrath, Brickendown, Cloneen (part of), Colman, Cooleagh, Coolmundry, Dangandargan (part of), Dogstown, Donaghmore (part of), Drangan, Fethard, Horeabbey, Kilbragh, Kilconnell, Killeenasteena, Kiltinan, Knockgraffon, Magorban, Magowry, Mora, Outeragh, Peppardstown, Railstown, Rathcool, Redcity, Relickmurry and Athassel (part of), St. Johnbaptist (part of), St. Johnstown, St. Patricksrock, Tullamain.

No. 43.—Clonmel District—*continued.*

County.	Barony.	Parish.
Tipperary—*con.*	Slievardagh (pt. of)	Ballingarry, Cloneen (part of), Crohane, Garrangibbon (part of), Grangemockler, Graystown (part of), Isertkieran, Killenaule, Kilvemnon, Lickfinn, Lismalin, Modeshil, Mowney, Newtownlennan (part of), St. Johnbaptist (part of), Templemichael.
Waterford	Glenahiry	All the parishes in barony.
	Upperthird (part of)	Dysert, Killaloan (part of), Kilmoleran, Kilsheelan (part of), Mothel, Rathgormuck, Rossmire (part of), St. Mary's, Clonmel (part of).

No. 44.—Waterford District.

Inspector, James M'Lochlin, Esq.—Residence, Waterford.

Area in square miles	527
Population, according to Census Returns of 1851	131,416

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kilkenny	Ida, Iverk	All the parishes in these baronies.
	Knocktopher (pt. of)	Aghaviller, Derrynahinch, Dunnamaggan (part of), Fiddown (part of), Jerpointwest (part of), Kilbeacon, Kilkeasy, Killahy, Lismateige, Listerlin (part of), Muckalee (part of), Rossinan (part of).
Waterford	City of Waterford	All the parishes.
	Decies without Drum (part of)	Ballylaneen, Fews, Kilbarrymeaden, Kilrossanty, Monksland, Newcastle (part of), Rossmire (part of), Stradbally.
	Gaultiere, Middlethird	All the parishes in these baronies.
	Upperthird (pt. of)	Clonagam, Fenoagh, Guilcagh, Kilmeadan (part of).
Wexford	Shelburne	All the parishes in barony.

No. 45.—Killarney District.

Inspector, Thaddeus Macnamara, Esq.—Residence, Killarney.

Area in square miles	1,116
Population, according to Census Returns of 1851	123,643

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Duhallow (part of)	Cullen, Drishane (part of), Drumtarriff, Kilmeen, Nohavaldaly.
	West Muskerry (pt. of)	Drishane (part of), Kilcorney.
Kerry	Dunkerron, North, Dunkerron, South	All the parishes in these baronies.
	Glanarought (pt. of)	Kenmare, Kilgarvan.
	Iveragh, Magunihy	All the parishes in these baronies.
	Trughanacmy	Kilcolman (part of), Kilgarrylander, Killeentierna (part of), Killorglin (part of), Kiltallagh.

No. 46.—Mallow District.

Inspector, T. O'Loughlin, Esq.—Residence, Mallow.

Area in square miles 861
Population, according to Census Returns of 1851 . . . 153,106

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Barrets	All the parishes in barony.
	Barrymore (part of)	Ardnageehy, Castlelyons (part of), Coole, Dunbulloge (part of), Kilshanahan, Knockmourne (parts of), Rathcormack.
	Condons and Clangibbon	All the parishes in barony.
	Duhallow (part of)	Ballyclogh (part of), Castlemagner, Churchtown (part of), Clonfert, Clonmeen, Kilbrin, Kilcorcoran, Kilroe, Kilshannig, Knocktemple, Mallow (part of), Roskeen, Subulter, Tullylease (part of).
	East Muskerry (part of)	Aghabulloge, Donaghmore (part of).
	Fermoy	All the parishes in these baronies.
	Orrery and Kilmore	

No. 47.—Youghal District.

Inspector, Henry L. D'Arcy, Esq.—Residence, Youghal.

Area in square miles 630
Population, according to Census Returns of 1851 . . . 142,460

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Barrymore (pt. of)	Ballycurrany, Ballyspillane, Britway (part of), Carrigtohill (except a detached portion),* Clonmult (part of), Dungourney, (part of), Gortroe, Inchinabacky, Lisgoolde Mogeesha (part of), Templebodan, Templenacarriga.
Waterford	Imokilly	All the parishes in these baronies.
	Kinnatalloon	
	Coshmore and Coshbride	
	Decies within Drum	
	Decies without Drum (part of)	Affane, Clonea, Colligan, Dungarvan, Kilgobnet, Kilmolash (part of), Kilrush, Lickoran, Modelligo, Seskinan, Whitechurch.

No. 48.—Bantry District.

Inspector, M. Hickey, Esq.—Residence, Bantry.

Area in square miles 600
Population, according to Census Returns of 1851 . . . 92,367

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Bantry	All the parishes in these baronies.
	Bear	
	West Carbery	All the parishes, except Drinagh, part of, (in District 49).
Kerry	Glanarought (pt. of)	Kilcaskin (part of), Tuosist.

* This portion contains the Townlands of Ballycurren and Johnstown, and is included in District 50.

No. 49.—Dunmanway District.

Inspector, James Wilson, Esq.—Residence, Dunmanway.

Area in square miles 538
Population, according to Census Returns of 1851 86,179

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork . .	East Carbery (East Division, part of)	Ballymoney, Brinny (part of), Desert (part of), Desertserges (part of), Island (parts of), Kilgariff (part of), Kilmaloda, Kilnagross, Templebryan, Templequinlan (part of), Timoleague (part of).
	East Carbery (West Division) . .	All the parishes in these baronies.
	Ibane and Barryroe	
	Kinalmeaky (pt. of)	Desertserges (part of), Kilowen, Murragh.
	West Carbery (pt. of)	Drinagh (part of).
	West Muskerry (pt. of) . . .	Ballinadee (part of), Ballyvourney, Clondrohid, Dunisky, Inchigeelagh (part of), Kilmichael (part of), Kilmurry (part of), Kilnamartery, Macloneigh, Macroom.

No. 50.—Cork District.

Inspector, J. E. Sheridan, Esq.—Residence, Cork.

Area in square miles 487
Population, according to Census Returns of 1851 . . . 224,008

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork . .	Barrymore (part of)	Ballydeloher, Caherlag, Carrigtohill (detached portion),* Clonmel, Killaspugmullane, Kilquane, Little Island, St. Michael's (part of), Templerobin, Templeusque, Whitechurch (part of).
	Cork . . .	All the parishes in these baronies.
	Cork (Borough of) .	
	Courceys . .	
	East Carbery, East Division (part of)	Ballinadee (part of), Ballymodan (part of), Inishannon (part of), Kilbrittain, Rathclairn, Ringrone (part of), Templetrine (part of).
	East Muskerry (part of) . .	Aghinagh, Aglish, Athnowen, Ballinaboy (part of), Cannaway, Carrigrohane (part of), Carrigrohanebeg, Corbally, Desertmore, Dunderrow (part of), Garrycloyne (part of), Grenagh (part of), Inishcarra, Inishkenny (part of), Kilbonane, Kilmurry (part of), Kilnaglory (part of), Knockavilly (part of), Magourney, Matchy, Moviddy, St. Finbar's (part of), St. Nicholas' (part of).
	Kinalea . . .	All the parishes in barony.
	Kinalmeaky (pt. of)	Ballymodan (part of), Brinny (part of), Kilbrogan, Templemartin.
	Kinsale (Liberties of) . . .	All the parishes in these baronies.
	Kerricurrihy . .	

* This portion contains the Townlands of Ballycurren and Johnstown. The remainder of the Parish is in District 47.

III.—County Index to Districts.

Ulster.

County.	Districts in County.
Antrim	3, 4, 5, 9
Armagh	8, 9, 14, 20
Cavan	12, 18, 19, 24
Donegal	1, 2, 6, 7
Down	9, 10, 15, 20
Fermanagh	6, 12, 14, 18
Londonderry	2, 3, 4, 7, 8
Monaghan	14, 18, 19
Tyrone	7, 8, 12, 13, 14

Munster.

Clare	31, 36 37
Cork	45, 46, 47, 48, 49, 50
Kerry	41, 45, 48
Limerick	37, 38, 42
Tipperary	32, 37, 38, 43
Waterford	43, 44, 47

Leinster.

Carlow	34, 35, 39
Dublin	26, 28, 29
Kildare	25, 28, 29, 33, 34
Kilkenny	33, 34, 38, 39, 43, 44
King's	27, 32, 33
Longford	23, 24, 27
Louth	20, 26
Meath	19, 24, 25, 26, 27, 28
Queen's	33, 34, 38
Westmeath	23, 24, 25, 27
Wexford	35, 40, 44
Wicklow	29, 34, 35

Connaught.

Galway	21, 22, 23, 30, 31, 32
Leitrim	11, 17, 18
Mayo	16, 21, 22
Roscommon	17, 22, 23, 31, 32
Sligo	11, 16, 17

APPENDIX F.

I.—Tables (Nos. 1 and 2) showing the Number of Vested and to be Vested National School Houses and School Rooms, on the 31st December, 1855.

VESTED SCHOOLS.

No. 1.—Summary in Provinces of Number of Vested National Schools on the 31st December, 1855, showing the Number of School Houses Vested, the Nature of their Security, and the Number of School Rooms with Roll Nos. in these Houses, and the Nature of Attendance in each Room.

Provinces.	Number of School Houses Vested.						Number of School Houses with Roll Nos. in Vested Houses.						Nature of Attendance in Vested School Rooms.				
	Leased.				Held by Bonds.	Total No. of Houses Vested by Leases or Bonds.	Leased.				Held by Bonds.	Total No. of School Rooms with Roll Nos. in Houses held by Leases or Bonds.	Mixed, attended by Males, Females, and Infants.	Separate.			Total.
	To Commissioners.	Assigned to Commissioners.	To Trustees.	Total.			To Commissioners.	Assigned to Commissioners.	To Trustees.	Total.				Males.	Females.	Infants.	
Ulster, . .	78	46	222	346	27	373	106	60	291	457	31	488	249	120	113	6	488
Munster, .	89	28	182	299	19	318	147	46	280	473	25	498	122	188	185	3	498
Leinster, .	30	4	156	190	18	208	53	7	266	326	31	357	47	150	152	8	357
Connaught, .	68	23	98	189	3	192	95	34	141	270	4	274	100	87	85	2	274
Total, .	265	101	658	1,024	67	1,091	401	147	978	1,526	91	1,617	518	545	535	19	1,617

TO BE VESTED SCHOOLS.

No. 2.—Summary in Provinces of the Number of School Houses on the 31st December, 1855, to be Leased to the Commissioners in their Corporate Capacity, showing the Number of School Rooms with Roll Nos. in these Houses, and the Nature of Attendance in each Room.

Provinces.	No. of School Houses to be Vested.	No. of Rooms with Roll Nos. in Houses to be Vested.	Nature of Attendance in School Rooms to be Vested.				
			Mixed, attended by Males, Females, and Infants.	Separate.			Total.
				Males.	Females.	Infants.	
Ulster, . . .	6	7	4	2	1	–	7
Munster, . . .	7	10	4	3	3	–	10
Leinster, . . .	3	3	3	–	–	–	3
Connaught, . . .	6	7	5	1	1	–	7
Total, . .	22	27	16	6	5	–	27

DUBLIN: Printed by ALEXANDER THOM & SONS, 87, Abbey-street,
For Her Majesty's Stationery Office.

TWENTY-SECOND REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION

IN IRELAND,

VOL. II.

THE

TWENTY-SECOND REPORT

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COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

(FOR THE YEAR 1855),

WITH APPENDICES.

VOL. II.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:

PRINTED BY ALEX. THOM & SONS, 87, ABBEY-STREET,

FOR HER MAJESTY'S STATIONERY OFFICE.

1856.

[2142 II]

CONTENTS

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TWENTY-SECOND REPORT

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IN IRELAND.

(1855.)

VOL. II.

APPENDIX G.

Page

I. Head Inspectors' Reports on Schools Inspected and Teachers Examined, ... 3

No. 1. General Report of J. Patten, Esq., M.D., M.R.I.A., . 3

,, 2. ,, W. H. Newell, Esq., LL.D., . . 18

,, 3. ,, P. J. Keenan, Esq., . . . 49

II. Head Inspectors' Reports on Examination of Paid Monitors, ... 124

No. 1. Report of W. H. Newell, Esq., LL.D., on Examination of Paid Monitors, in Districts under his charge, . . 124

III. Questions (to be Answered in Writing) proposed at Examinations of 1855, ... 131

No. 1. Male Teachers, ... 131

,, 2. Female Teachers, ... 139

,, 3. Paid Monitors, ... 150

IV. Head and District Inspectors' Reports on Central and District Model Schools, ... 153

No. 1. Report of Professor M'Gauley on Central Model Schools, 153

,, 2. Report of W. H. Newell, Esq., LL.D., on the Galway District Model School, ... 197

,, 3. Report of W. H. Newell, Esq., LL.D., on the Limerick District Model School, ... 205

,, 4. Report of W. H. Newell, Esq., LL.D., on the Dunmanway District Model School, ... 210

,, 5. Report of P. J. Keenan, Esq., on the Ballymena District Model School, ... 214

,, 6. Report of P. J. Keenan, Esq., on the Coleraine District Model School, ... 236

Page

APPENDIX G—*continued.*

No. 7. Joint Report of James Patten, Esq., M.D., M.R.I.A., and A. J. Simpson, Esq., on the Newry District Model School, ... 257

,, 8. Report of T. Sheahan, Esq., A.M., on the Clonmel District Model School, ... 258

,, 9. Report of T. Sheahan, Esq., A.M., on the Athy District Model School, ... 272

,, 10. Report of T. Sheahan, Esq., A.M., on the Kilkenny District Model School, ... 282

APPENDIX H.

REPORTS OF DISTRICT INSPECTORS ON INDUSTRIAL NATIONAL SCHOOLS:

No. 1. Dundalk Industrial National School, ... 301

,, 2. St. Vincent's, ,, ... 302

,, 3. Frederick-street, ,, ... 303

,, 4. Carrickmacross, ,, ... 306

,, 5. New Ross, ,, ... 308

,, 6. Ballymena, ,, ... 311

,, 7. Bantry, ,, ... 312

,, 8. Charleville, ,, ... 314

,, 9. Kanturk, ,, ... 314

,, 10. Doneraile, ,, ... 315

,, 11. Mallow, ,, ... 316

,, 12. Fermoy, ,, ... 316

APPENDIX I.

I. REPORTS ON AGRICULTURAL SCHOOLS, ... 321

No. 1. Report of T. Kirkpatrick, Esq., M.D., Inspector of Agricultural Schools, ... 321

,, 2. Report of J. Donaghy, Esq., Sub-Inspector of Agricultural Schools, ... 380

,, 3. Report of M. Brogan, Esq., Sub-Inspector of Agricultural Schools, ... 410

II. APPENDIX TO THE FOREGOING:

No. 1. Return of the Amount expended on, and Receipts from produce of, the Agricultural Schools, *under the exclusive management* of the Commissioners, during the year 1855, ... 424

,, 2. Statistics of Agricultural Schools, . . . 426

1. Model Agricultural Schools—

a. Under the exclusive management of the Commissioners, ... 426

b. Under local management, ... 427

2. Ordinary Agricultural Schools, . . . 428

3. Workhouse Agricultural Schools, . . . 429

,, 3. Return showing the Occupation, &c., of the young men educated at the Albert Agricultural Training Institution, from 1st January, 1847, to 31st December, 1855, 431

Page

APPENDIX I—*continued.*

No. 4. Prospectus of the Albert Agricultural Training Institution, ... 436

,, 5. Form of Application for Admission into the Albert Agricultural Training Institution, ... 439

,, 6. Programme of Examination of Candidates for Admission into the Albert Agricultural Training Institution, . 439

,, 7. Prospectus of the Model Agricultural Schools, . . 440

,, 8. Form of Application for Admission of Pupils into Model Agricultural Schools, ... 442

,, 9. Directions for making Application for Aid towards the establishment of Ordinary Agricultural Schools, . . 443

,, 10. Circular—Forms of Annual Agricultural Returns, &c., . 444

APPENDIX G.

Page

I.—Head Inspectors' Reports on Schools Inspected and Teachers Examined, ... 3

No. 1. General Report of J. Patten, Esq., M.D., M.R.I.A., . 3
,, 2. ,, W. H. Newell, Esq., LL.D., . . 18
,, 3. ,, P. J. Keenan, Esq., . . 49

II.—Head Inspectors' Reports on Examination of Paid Monitors, ... 124

No. 1. Report of W. H. Newell, Esq., LL.D., on Examination of Paid Monitors, in Districts under his charge, . . 124

III.—Questions (to be Answered in Writing) proposed at Examinations of 1855, ... 131

No. 1. Male Teachers, ... 131
,, 2. Female Teachers, ... 139
,, 3. Paid Monitors, ... 150

IV.—Head and District Inspectors' Reports on Central and District Model Schools, ... 153

No. 1. Report of Professor M'Gauley on Central Model Schools, 153
,, 2. Report of W. H. Newell, Esq., LL.D., on the Galway District Model School, ... 197
,, 3. Report of W. H. Newell, Esq, LL.D., on the Limerick District Model School, ... 205
,, 4. Report of W. H. Newell, Esq., LL.D., on the Dunmanway District Model School, ... 210
,, 5. Report of P. J. Keenan, Esq., on the Ballymena District Model School, ... 214
,, 6. Report of P. J. Keenan, Esq., on the Coleraine District Model School, ... 236
,, 7. Joint Report of James Patten, Esq., M.D., M.R.I.A., and A. J. Simpson, Esq., on the Newry District Model School, ... 257
,, 8. Report of T. Sheahan, Esq., A.M., on the Clonmel District Model School, ... 258
,, 9. Report of T. Sheahan, Esq., A.M., on the Athy District Model School, ... 272
,, 10. Report of T. Sheahan, Esq., A.M., on the Kilkenny District Model School, ... 282

The Commissioners have considered it desirable that an opportunity should be afforded to the Head Inspectors of stating in their Annual Reports their views upon various matters relating to the working of the National System in their respective Districts, and, incidentally, upon the subject of elementary education in different parts of Ireland; but the Commissioners wish it to be distinctly understood, that they do not hold themselves responsible for the opinions expressed in the following Reports, nor do they feel called upon to adopt all the suggestions which they contain.

APPENDIX G.

Head Inspectors' Reports upon Schools Inspected, and Teachers Examined, during the year 1855.

General Report of James Patten, Esq., M.D., M.R.I.A., Head Inspector of National Schools, on the Examination and Classification of Male and Female Teachers, held in the year 1855, in Districts 10, 11, 12, 13, 14, 15, 16, 18, 20, and 21, comprehending the Southern portion of the Province of Ulster, the North of Connaught, and some Baronies of Louth in Leinster.

Dr. Patten.

March, 1856.

Gentlemen,

I beg to transmit to you, for the information of the Commissioners, my Annual Report on the examination and classification of teachers, male and female, held last year in the ten districts above referred to.

Time occupied in the Examination and Classification, &c.—At the conclusion of my tour of school inspection, which, with three months' engagements at the official establishment in Dublin, and the preparation of my annual reports for the past year, occupied my time up to this period, I commenced the examinations of teachers on the 9th of July, at Omagh, in the county of Tyrone, and concluded on the 4th of December, at Westport, county Mayo, an interval of nearly five months. Deducting from this, four weeks vacation, and four weeks occupation with model schools, and occasional inspection of ordinary national schools, there will remain thirteen weeks, or seventy-eight days, excluding Sundays, for this duty, that is nearly eight days on the average for each of the ten districts—the revising of the teachers' exercises, classification, writing official returns for office, and travelling, being included.

The examinations, written and oral, for males and females, were conducted in the same manner, in conjunction with the District Inspectors, as detailed in my former reports, and need not be recapitulated.

Number of Male Teachers Examined.—One hundred and fifty-one were present at both examinations, written and oral. Of these eighty-four, or nearly fifty-six per cent., were recommended for promotion; sixty-seven remaining stationary, or in the same position they were in previous to the examination; six were noted for dismissal; but five of them were recommended to be retained for further trial until the next inspection, and one for depression to a lower class.

The changes in the classification produced by the examinations will be seen by the following table; and the *difference* in the salaries between the former classification and that now recommended will, at the same time, be readily observed. If the salaries *previously* to April, 1855, were taken as the bases of comparison, the difference would be much greater than that shown in the table.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

Former Classification—151 Male Teachers prior to examination.

			£	£
7 First Class,	1st Division	—	—	—
	2nd ,,	1 at 38	=	38
	3rd ,,	6 at 32	=	192
20 Second Class,	1st ,,	6 at 26	=	156
	2nd ,,	14 at 24	=	336
40 Third Class,	1st ,,	17 at 20	=	340
	2nd ,,	23 at 17	=	381
84 Probationers,		84 at 14	=	1,176
151		151		£2,619

Classification recommended—After the examination.

			£	£
9 First Class,	1st Division	—	—	—
	2nd ,,	3 at 38	=	114
	3rd ,,	6 at 32	=	192
29 Second Class,	1st ,,	13 at 26	=	338
	2nd ,,	16 at 24	=	384
79 Third Class,	1st ,,	19 at 20	=	380
	2nd ,,	60 at 17	=	1,020
33 Probationers,		33 at 14	=	462
1 Rejected,		1		
150		150		£2,890
Increase,		£171		

It appears from the above table that the amount of salary to 151 male teachers previously to the examination was £2,619, and that recommended subsequently was £2,890, being an aggregate increase of salary to the ten districts of £171—about six per cent. The average salary to each of the above 151 teachers being £19 5*s.*, and the average increase to each teacher would be, at this rate, £1 2*s.* 9*d.*

Numbers trained and untrained.—Of the one hundred and fifty-one examined, forty-six, or thirty per cent. were trained, and one hundred and five, or nearly sixty-three per cent. untrained. Of the latter, however, the greater portion were probationers.

The increased facilities and accommodation at present at the disposal of the Commissioners, at their training establishment in Dublin, and the *extended* period of training now in operation, will produce, without any doubt, most beneficial results.

Other qualifications besides answering fairly at an Examination necessary in order to obtain a high class.

I consider it to be my duty to remark here very particularly, that even brilliant display and great success at the trying ordeal of a public examination, although of the highest importance, is not *all* that is required or expected of an accomplished teacher; he should possess a thorough knowledge of the *specialities* of his profession, and in addition to his love for it, he should always bring to bear upon the performance of its duties, patience, judgment, and integrity; but, above all, common sense. During his residence at the Central Training Establishment, he should earnestly endeavour to acquire the greatest possible amount of knowledge as regards the organization and management of a school, and of the modern and improved methods of imparting instruction. I need hardly observe that without tact and skill in the peculiar employment of school keeping, the greatest intellectual attainments will not be productive of satisfactory results. When I say this, I am not to be understood to assert that fair intellectual acquirements can or ought to be dispensed with: what I mean is, that these are not to be solely relied upon. The popularity of the teacher, his punctuality in attendance, coupled with success and tact in the manage-

ment of his school, will always form important considerations in determining the class in which he is entitled to rank.

Ages of Teachers and period of service under the Board.—The majority of the teachers were under 25 years of age, and their period of service averaged about two years; so that this examination may be termed, in some measure, an examination of raw recruits, 84 out of the 151 being probationers, and 40 in the third or lowest class.

By a curious coincidence the number recommended for promotion is 84 (or 55½ per cent.), just the number of the probationers. In my report for the year 1853, when a much larger number of classed men were under examination, I find that out of 385 examined, 185, or 48 per cent., were recommended for promotion, thus exhibiting for the past year an improvement of 7½ per cent. over 1853; and on referring to my previous reports, I find that it is 16 per cent. above the averages of the years 1849, 1850, and 1851. This is certainly conclusive evidence of steady and satisfactory progress. I may here remark, as I have had occasion to do in a former report, that the teachers, with few exceptions, have, during the past year, been fully alive to the fact, that while they are sedulously and earnestly carrying out the views of the Board, they are, at the same time, and in the same ratio, promoting their own interests, personal comforts, and respectability.

Increase in Salaries.—Since April 1st, 1855, the scale of salaries for the several classes respectively has been raised about 29 per cent. on the average; the lowest, that for probationers, being now £14 per annum, and the highest £46; the former rate being £11 and £36.

This increase raises the salaries for all the teachers from an average of £16 10*s.* to about £20 15*s.*, which, although still comparatively too low, when the present price of provisions, &c., is taken into account, yet the teachers should be thankful, which, I believe, is generally the case, for the earnest and prompt manner in which the Board took their case into consideration, with the view of improving their condition, so far as the funds at their disposal enabled them.

The following table will exhibit the present scale:—

SALARIES—(Male Teachers.)

Scale adopted by the Commissioners since 1st April, 1855.

	£		No. of Teachers.			
1st Class—Males.						
1st Division,	46	×	40	£11,888	Increase per cent., 36, on the former salaries.	
2nd ,,	38	×	96			
3rd ,,	32	×	200			
Second Class.						
1st Division,	26	×	313	£19,874	Increase per cent., 31, on the former salaries.	
2nd ,,	24	×	489			
Third Class.						
1st Division,	20	×	686	£27,507	Increase per cent., 20·2, on former salaries.	
2nd ,,	17	×	811			
Probationers,	14	×	656 =	£9,184	Increase per cent., 28·7, on former salaries.	
			3,291	£68,453	Mean per cent. 29 increase.	

Average salary of each, £20 15*s.* 11*d.*

Mean increase per cent. for Males and Females, 31.

Males.	£	*s.*	*d.*
Present salary on average,	20	15	11
Former salary on average,	16	9	11½
	£4	5	11½ increase.

Females.	£	*s.*	*d.*
Former salary on average,	14	6	11
Present salary on average,	17	4	5
	£2	17	6 increase.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

SALARIES—(Female Teachers.)

Scale adopted by the Commissioners since 1st April, 1855.

	£		No. of Teachers.		
First Class.					
1st Division, . .	36	×	20	£4,650	Increase per cent. on the former salaries, 44.
2nd ,, . .	30	×	47		
3rd ,, . .	24	×	105		
Second Class.					
1st Division, . .	22	×	106	£7,192	Increase per cent. on former salary, 34·6.
2nd ,, . .	20	×	243		
Third Class.					
1st Division, . .	17	×	342	£11,814	Increase per cent. on former salaries, 19.
2nd ,, . .	15	×	400		
Probationers, .	12	×	328	£3,936	Increase per cent. 34.
			1,591	£27,592	Mean, 32·5

General average salary of each, £17 4*s.* 5*d.*

From the foregoing summaries, as I have already stated, the average salary for male teachers is £20 15*s.* 11*d.*, and that for female teachers, £17 4*s.* 5*d.*, being an increase of twenty-nine and thirty-two per cent. respectively on the former salaries. The Commissioners, however, do not consider that the rate of payment under the new scale ought to be the *maximum* of what their teachers should ultimately receive; but they think that any further increase should be progressive, and at the same time they trust that a larger amount of local contributions, as well as school fees, may be obtained in augmentation of the same. This is doubtful, however, and should not be too much relied upon at the present time.

The Head Inspectors at their *annual conference* in Dublin in February, 1855, proposed to the Board a scale of salaries for their consideration, a little higher than the one adopted, which, I think, would have afforded very general satisfaction to the great majority of the teachers, namely, *highest*, for males, £50, *lowest*, £15, and the intermediate classes in proportion. Females, highest, £40, probationers, £14—affording a general average—for males, of £23 7*s.* 0½*d.*; for females, £19 1*s.* 10*d.* per annum.

Proficiency—the written examination of male teachers.—In the Summary, Appendix A, will be found minute statements regarding the number of questions answered, in accordance with a scale marked "satisfactory and imperfect"* on *all* the subjects contained in the programme. On comparing the answers set forth in the table with those of former years, a marked improvement will appear in the following important branches, viz.:—Arithmetic, lesson books, and grammar. A considerable improvement has likewise taken place in the writing, spelling, and composition, and in those elementary subjects generally which are required to be taught in the ordinary daily routine of the schools; these remarks relate chiefly to the third class, and those examined on Paper C.

With reference to the second and first classes examined in Papers B and A respectively, the Summary speaks for itself, and requires few general remarks. The questions will be seen at page 131.

I may observe, generally, with regard to the written exercises, that the teachers, as a body, with few exceptions, produced fair specimens; some, indeed, there were, even among the lower classes, whose written

* The above terms need some explanation—"Satisfactory" means that the answer was accurate and full in every respect. "Imperfect" implies that the answers, although indicating some knowledge of the subject, yet were not sufficiently accurate or full. The "Unsatisfactory" and "Wrong answering" not recorded.

exercises reflected the greatest credit on them; and producing in my mind, while perusing them, the liveliest and most sanguine hopes for the future prosperity of the schools.

Oral Examination.—In Table B, Appendix, will be seen a summary of the details of the oral examination, which cost a great deal of time and labour to compile; but in the absence of these statistical summaries, the most minute and carefully drawn up report will be, in many respects, defective in furnishing, *in all subjects*, sufficiently detailed information. The number of teachers, arranged according to their classes, is clearly set forth in separate columns, and the *quality* of the answering may be seen at a glance. Under these circumstances I shall not enter into any general observations regarding the answers on any particular subjects, further than to state that the per centage will stand a favourable comparison with former years.

Drawing, Physical Science, &c.—The time has not yet arrived for the introduction into our schools generally of the elements of physical science and linear drawing; but these important and useful branches will, ere long, gradually find their way into the National School, owing to the extraordinary and accelerating influences of the District Model Schools.

The pupil-teachers will have ample opportunities of learning the above branches, in addition to vocal music; and it is expected that all, or at least the great majority of them, will eventually become teachers, and will carry with them to the elementary school, the valuable information they may have acquired at these local establishments.

The elements of the physical sciences, to be valuable, should be taught to children in a popular way, and, as much as possible, by experiments, exercising the *eye* more even than the *ear*. This desirable result has now been attained by the appointment of Dr. Clarke, who, with the aid of a splendid apparatus, gives periodical lectures in the Model Schools, and has rendered these subjects, which, after all, are but "*the knowledge of common things*," as simply and as easily acquired as the ordinary branches of grammar or geography.

Examination of Female Teachers.—Agreeably to summons under the several heads of the "general regulations," seventy-six teachers presented themselves. The examination was conducted after the same manner, and on the same plan as the former ones, namely—the first day, from ten to five, was devoted entirely to the written examination; and the next day, the same number of hours, to the oral, with an intermission of one hour each day. The results of the two examinations were carefully tabulated; also the District Inspector's return regarding the state of the schools, and every other information respecting the teachers which his local position enabled him to give. All these important items having been deliberately and carefully considered by the District Inspector and myself, the classification was then determined on, and the returns forwarded to the Education Office for the approval of the Commissioners.

Of the seventy-six examined, forty-nine, (more than the half), were probationers; fourteen were of the third, ten of the second, and three of the first class.

Number recommended for promotion.—Forty-five were recommended for promotion, by which the probationers were reduced from forty-nine to twenty-two.

It is gratifying to be able to state, that although some were very indifferently prepared, yet we found none so very deficient as to render it necessary for us to recommend their depression, while we had the disagreeable duty of recommending one case only for dismissal.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

This table exhibits the class of the teachers previously to the examination, and that to which they were subsequently recommended.

FORMER CLASSIFICATION (Seventy-six Female Teachers.)

				£	£
3 First Class	First Division,			–	–
	Second Division,			–	–
	Third Division,		3 at	24	= 72
10 Second Class	First Division,		6 ,,	22	= 132
	Second Division,		4 ,,	20	= 80
14 Third Class	First Division,		6 ,,	17	= 102
	Second Division,		8 ,,	15	= 120
49 Probationers,			49 ,,	12	= 588
Total, 76			76		£1,094

CLASSIFICATION RECOMMENDED.

				£	£
8 First Class,	First Division,			–	–
	Second Division,		3 at	30	= 90
	Third Division,		5 ,,	24	= 120
8 Second Class	First Division,		3 ,,	22	= 66
	Second Division,		5 ,,	20	= 100
37 Third Class	First Division,		8 ,,	17	= 136
	Second Division,		29 ,,	15	= 435
22 Probationers,			22 ,,	12	= 264
			75		£1,211
1 Rejected,			1		
76			76		

From the foregoing table it appears that the amount of salary to the seventy-six female teachers before the examination was £1,094, and that recommended under the new classification was £1,211, being an aggregate increase of salary over the ten districts of £117, or nine per cent., the average salary to each teacher being now £16 per annum. In the year 1848, the average salary was only £11 2*s.* 8*d.*, and in 1849 it increased to £11 12*s.* 3½*d.*, and has been steadily progressing each year since, which I hope it will continue to do—a further increase being still necessary.

School Fees, &c.—I observe from the returns that the money received for school fees and local contributions is still inadequate, and much below what, on the lowest calculation, the Commissioners have a right to expect. I perceive many schools set forth in the returns from the District Inspectors, in which the entire amount received by the teacher, from school fees, local contributions, and all other sources, ranges between £2 and £5 per annum. These observations, I regret to say, are still too applicable to very many schools also, presided over by male teachers, whose incomes from all sources, exclusive of Board's salary, do not much exceed those of the female teachers.

To say that there is no improvement in this respect, over the payments of former years, would not be correct, but it is yet below the *minimum* of what it should be.

Results of the Examination—written and oral.—In Appendices D and E, the results of the answering will be seen tabulated with much care and minuteness of detail. In giving the particulars of the written examination, the terms "*Satisfactory*" and "*Imperfect*" have been employed to designate the *value* of the answers; under the head "*Satisfactory*" are included all those questions the answers to which exhibited, on the part of the teacher, a clear and accurate acquaintance

with the subject, coupled with a correct method of expressing their ideas upon paper, taking both the composition and the orthography into account. Under the head "*Imperfect,*" those questions to which only partial answers were given, which in many instances were correct so far as they went, but failed to exhibit a sufficient knowledge of the subject to which the question related. Those answers which could not be included under the above heads were not tabulated, and may be included under the heads unsatisfactory, entirely wrong, or unattempted.

The oral examination will stand a favourable comparison with the results published in my last reports, the quantity and quality of the answering being, in many respects, superior; the results will be seen in the Appendix, and will speak for themselves.

Method of Teaching, Character of School, &c.—Out of seventy-six, it appears that nine and a-half per cent. have been marked as "very superior;" thirty-three per cent. as "good;" forty-four per cent. as "pretty fair;" and fourteen per cent. "poor" or "indifferent."

In connexion with the literary and scientific attainments of the teachers, I shall here offer a few general observations and suggestions which, I think, are closely interwoven with them, as affecting the well-being of the schools, and the interests of education generally.

Qualifications necessary for Teachers, distinct from those which can be made subjects of written or oral examinations; his or her judgment and manner of teaching, not within the ordinary limits of an examination, to test.

The subject of collective teaching, or gallery lesson, is one of the most important to which the attention of a teacher can be directed: if properly and judiciously employed, it ranks the very highest in contributing to the teacher's success; on the other hand, if misused or abused, it may tend materially to the injury of the school, by dwelling *too long*, so as to become tiresome or obscure, on matters which may be necessary and useful, or by introducing subjects by way of incidental teaching which are not, in any way, connected with the lesson in hand. In no way can the meaning of the words and the subject matter of the lesson be impressed upon the minds of the children so effectually as by apt illustrations. This can only be expected from a teacher who possesses a thorough knowledge of his subject—a quiet and distinct enunciation—and a calm and intelligent method of communicating such knowledge—and such only as may be perfectly intelligible to the particular class under instruction, always strictly bearing in mind that it is not the quantity *taught* but the quantity *understood* by the children that will be noted by the inspector at his periodical visits, and will appear on the credit side of the teacher's account on the day of examination.

I have generally found the intelligent and successful teacher presiding over a school, remarkable as much for its discipline and organization, as for the general intelligence of the pupils; indeed these desirable results are seldom separated, and seem to have a natural tendency to produce each other. The Irish National Elementary Teachers, as a body, will, in time, supersede most others; many of them are men now, as regards teaching skill, in advance of those whose pretensions are, or at least ought to be, very superior. They are, perhaps, the only teachers who, as a class, are making the art of teaching the subject of special and systematic study—who have, in many instances, practised it under the direction of able and careful instructors, and are now as a class greatly on the increase through the instrumentality of the pupil-teacher system generally, and the operation of the District Model Schools.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

The short period which children remain at school, and the age at which they leave—the greatest obstacles in the way of Education.

It is much to be regretted that few children of the labouring classes remain at school *long enough* to enable them to participate fully in the advantages which a more matured and skilful system of education has now placed within their reach. On referring to my notes, I find that twelve years is about the average age at which children leave school—and that during the last year of their stay there, the attendance is very irregular, their services *then* becoming, in a *money* point of view, a matter of the greatest importance to the parents, whose wants are generally so urgent as to prevent them from looking beyond the horizon of the present day; yet, with all these obstacles and drawbacks, many persons will be not only surprised but astonished to learn that we are in Ireland, as regards elementary education, very far in advance of the present condition of England. The Rev. H. Mosely, Her Majesty's Inspector of Schools, states in his Report on Male Training Schools for the years 1854 and 1855 that—"*Few* children of the labouring class attend school after *ten* years of age." In this statement he is borne out by the conjoint testimony of the rest of Her Majesty's Inspectors, scattered over the entire of England and Wales. He further states—"By the Census of 1851, it appears that of the boys in England and Wales, of *all classes*, between the ages of ten and fifteen years, only thirty-six per cent. are at school. As this proportion includes the boys of the middle and upper classes, *all* of whom are at school between these ages, the proportion of the lower class who are in the hands of the teacher after ten years of age must be *very small.*" He further states in a note—"While I write, the following testimony in favour of this conclusion, namely, that children leave school at or under ten years of age, has come to my knowledge. In a midland county it is proposed to establish a Training School for masters, and guided by their knowledge of the county, the promoters proposed to train these masters *specially* for the education of children *under ten years of age;* and as the age of ten is *one* year *longer* than the children appear generally to remain, they hope to keep them this additional year by making the schools industrial schools, *and giving the parents a part of the profit.*" Here is a state of things much worse, and much more hopeless, than any thing we have ever had to deal with, or even to apprehend in this country. It further appears from the Report of the same gentleman—"That in England the labouring classes take away their children earlier *now* than they used to do, because they think that all the children need to know is learned *sooner* than it was formerly; thus what is gained by the improvement of schools on the one hand, is lost on the other, by the early age at which the children are removed from the school. Any person, even one who has never considered the subject at all, will readily perceive how little can be done, in the way of education, for a child under ten years of age."

It does not appear that the reason for leaving *school* at so early a period is for the purpose of going to *work*. It is shown by the English Education Census, page 27, "That of the children between the ages of three and fifteen who are not at school, there are forty per cent. of boys and fifty-three per cent. of girls who are not at work; and that out of every 100 children of an age to go to school, fifty-seven remain without any education, for no other reason than that their parents are indifferent to it." Without the cordial co-operation of the parents, I much fear that all our money grants, training establishments, improved systems, exertions, and labours, will, in a great measure, prove inoperative, or

at best be attended by results far from satisfactory, or such as we have reason to expect. There can be no question of the fact, that a very considerable number of children are growing up, particularly in our large towns, in ignorance, destitution, and vice—fit subjects for the Reformatory Schools now in contemplation; but surely prevention is better than cure—and the surest and safest way to check the growth of crime will be found in educating the child, rather than in reforming or punishing the man. This, I fear, will not soon be the case, unless some stimulus or pressure be laid upon the parent different from all those that have heretofore been in operation. Prize schemes, and all plans of a like nature, appear too weak and uncertain in their action to afford any immediate relief; they are still, however, worth a trial, and might do some good.

Superannuation to Teachers.—No plan, in my opinion, could be devised by the Commissioners so likely to be attended by immediate and beneficial results, as a graduated scale of superannuation, constructed perhaps on a similar basis as that now in England, and which was brought into operation by the minutes of their lordships in the year 1846. I have already made special allusion to this important subject in my last two reports.

The immediate effect of this measure would be, to remove from the service old worn-out teachers, who, although *once* efficient and zealous, are *now*, from age and infirmity, incompetent and almost useless. A very few years' compensation would, in most instances, suffice, and the country would receive the announcement with pleasure.

Other good results would accompany the measure—well educated and respectable young men would prepare themselves *specially*, and seek for employment as schoolmasters—and thus blot out for ever the old popular adage which is still sometimes heard, "When a man is good for *nothing* else, or when he fails at *every thing else* he becomes," or, as the phrase goes, "turns schoolmaster;" besides it would have the effect of retaining many of our best teachers in the Board's service, who now, owing to uncertainty, and the absence of *any provision* for sickness and old age, frequently turn their attention to other pursuits, although not, perhaps, more congenial to their tastes, but likely to prove more lucrative in the end, and more certain in contributing to the support of themselves and families; not a few, actuated by similar hopes, seek their fortunes on the other side of the Atlantic, penetrate the Great Southern Ocean, and traverse half the globe, with the view of accomplishing this praiseworthy object.

Organizing Teachers.—Although there are at present in the service of the Board, fifty District Inspectors and six Sub-Inspectors, more frequent visitation of the schools appears to be desirable. By the late modification and re-casting of the Districts, the Commissioners have been able to reduce the area of the majority of them; the average number of schools however allotted to each Inspector is still above 100.

With the view of improving the condition of schools, in what would seem to be the most effectual and successful way, the Commissioners have decided on increasing the number of Organizing Teachers to eighteen Masters and six Mistresses. The parties selected must be of mature age and sound judgment, and are to be chosen on the two-fold ground of experience in teaching, and length of service under the Board. They are to be employed in organizing new schools, and in improving such others as are imperfectly conducted; and in certain cases are to occupy themselves, out of school hours, at some central place, in giving instructions to the teachers of the surrounding neighbourhood on improved methods of teaching, and on school management.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

The salary of an Organizing Master, including all expenses, except those of mere locomotion when removing from one district to another, is to be £150 per annum; and that of an Organizing Mistress, £100 per annum.

Should these officers be found to work well, an increase in their number will soon become necessary; and as the supply will be drawn from the most eminent of our first-class teachers, a desirable opening will thus be afforded for promoting teachers of merit, talent, and industry, to situations of trust, responsibility, and emolument; thus enabling them to advance gradually to the higher offices in the service of the Board.

I have the honour to be, Gentlemen, your very obedient servant,

JAMES PATTEN, Head Inspector.

The Secretaries,
Education Office, Dublin.

TABLE A.—EXAMINATION of MALE TEACHERS in 1855 (in 10 Districts).—Synopsis of the Examination in Writing, extracted from the Tabulated Particulars.

	Gram-mar.	Geo-graphy.	Money Matters.	Arith-metic.	Algebra and Geo-metry.	Mensu-ration.	Book-keeping	Le son Books.	History.	Lessons on Rea-soning.	Natural Philo-sophy.	Total.	Per cent.
SERIES A.													
Number of questions,	6	4	4	5	4	4	3	6	4	4	5	49	–
Number of Teachers examined on these papers,	12	12	12	12	12	12	12	12	12	12	12	12	–
Number of answers which might have been received,	72	48	48	60	48	48	36	72	48	48	60	588	–
Number of answers marked "satisfactory,"	32	18	8	18	10	12	6	28	8	10	26	176	29·8
Number of answers marked "imperfect,"	30	22	15	25	20	14	8	23	14	18	17	208	35·0
Number of answers received on an average instead of 20,	17·2	16·3	9·3	14·2	12·5	10·8	8·0	11·4	8·7	11·8	14·3	11·4	–
SERIES B.													
Number of questions,	7	4	4	5	4	4	3	5	4	4	5	49	–
Number of Teachers examined on these papers,	32	32	32	32	32	32	32	32	32	32	32	32	–
Number of answers which might have been received,	224	128	128	160	128	128	96	160	128	128	160	1,568	–
Number of answers marked "satisfactory,"	62	26	22	50	25	36	12	37	24	30	35	349	22·4
Number of answers marked "imperfect,"	42	47	23	46	32	40	25	56	35	39	50	435	28 0
Number of answers received on an average instead of 20,	9·2	11·5	7·0	12·0	9·0	11·8	7·7	12·4	9·1	10·8	10·6	10·0	–
SERIES C.													
Number of questions,	6	5	4	5	–	4	3	5	–	–	–	32	–
Number of Teachers examined on these papers,	107	107	107	107	–	107	107	107	–	–	–	107	–
Number of answers which might have been received,	642	535	428	535	–	428	321	535	–	–	–	3,424	–
Number of answers marked "satisfactory,"	100	65	39	164	–	84	18	64	–	–	–	534	15 6
Number of answers marked "imperfect,"	150	198	55	209	–	122	14	170	–	–	–	818	23·9
Number of answers received on an average instead of 20,	7·8	9·8	4·4	13·9	–	9·6	2·0	8·7	–	–	–	8 0	–

Appendix G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

TABLE B.—SUMMARY of the DETAILS of the ORAL EXAMINATION of MALE TEACHERS, held in Districts Nos. 10, 11, 12, 13, 14, 15, 16, 18, 20, and 21, in the year 1855.

	Probationers.	Third Class.	Second Class.	First Class.	Total.	Per cent.
READING.						
Number who read with taste and expression,	–	2	2	3	7	4·6
,, ,, with judgment and intelligence,	15	12	10	4	41	22·6
,, ,, with tolerable fairness,	56	20	6	–	82	60·8
,, ,, indifferently,	13	6	2	–	21	14·4
	84	40	20	7	151	100·
PARSING.						
Number whose style of parsing was very superior,	4	4	2	4	14	9·4
,, ,, was good,	24	8	8	3	43	28·4
,, ,, was pretty fair,	34	26	10	–	70	46·3
,, ,, was poor,	22	2	–	–	24	13·9
	84	40	20	7	151	100·
GRAMMAR.						
Number whose answering was very superior,	–	2	–	1	3	2·
,, ,, was good,	28	10	10	6	54	42·
,, ,, was pretty fair,	40	26	8	–	74	46·
,, ,, was poor,	16	2	2	–	20	10·
	84	40	20	7	151	100·
ETYMOLOGY, DERIVATIONS, &c.						
Number whose answering was very superior,	2	3	2	1	8	5·1
,, ,, was good,	14	9	10	6	39	25·8
,, ,, was pretty fair,	15	7	8	–	30	28·
,, ,, was poor, or bad,	30	15	–	–	45	22·6
,, ,, was very bad,	23	9	–	–	32	21·5
	84	40	20	7	151	100·
SPELLING-BOOK SUPERSEDED AND PRINCIPLES OF PRONUNCIATION.						
Number whose answering was excellent,	6	1	2	1	10	6·6
,, ,, was good,	28	11	12	6	57	37·0
,, ,, was pretty fair,	20	22	6	–	48	32·4
,, ,, was poor,	20	6	–	–	26	17·0
,, ,, was very bad,	10	–	–	–	10	6·6
	84	40	20	7	151	100·
OUTLINE MAPS.						
Number whose answering was excellent,	–	2	8	5	15	10·0
,, ,, was good,	26	10	8	1	45	23·2
,, ,, was pretty fair,	30	17	4	1	52	36·4
,, ,, was poor,	22	10	–	–	32	22·4
,, ,, was very bad,	6	1	–	–	7	4·0
	84	40	20	7	151	100·
GEOGRAPHY—DESCRIPTIVE AND GENERALIZED.						
Number whose answering was excellent,	–	–	4	6	10	6·6
,, ,, was good,	26	20	12	1	59	39·0
,, ,, was pretty fair,	36	16	4	–	56	37·2
,, ,, was poor,	22	4	–	–	26	17·1
	84	40	20	7	151	100·

TABLE B.—Summary of Oral Examination of Male Teachers—*con.*

	Probationers.	Third Class.	Second Class.	First Class.	Total.	Per cent.
HISTORY.						
Number whose answering was very superior, .	–	–	1	1	2	4·
,, ,, was good, . .	–	2	6	4	12	32·
,, ,, was pretty fair, .	–	6	8	1	15	40·
,, ,, was poor, . .	–	9	6	1	16	42·
	–	17	20	7	38	100·
EASY LESSONS ON MONEY MATTERS.						
Number whose answering was excellent, .	–	–	2	4	6	9·
,, ,, was good, . .	–	24	6	3	33	48·
,, ,, was pretty fair, .	–	10	12	–	22	34·
,, ,, was poor, . .	–	6	–	–	6	9·
,, ,, was very bad, . .	–	–	–	–	–	–
	–	40	20	7	67	100·
EASY LESSONS ON REASONING.						
Number whose answering was very good, .	–	–	1	4	5	18·4
,, ,, was good, . .	–	–	14	2	16	59·5
,, ,, was pretty fair, .	–	–	3	1	4	15·
,, ,, was poor, . .	–	–	2	–	2	7·4
	–	–	20	7	27	100·
LESSON-BOOKS.						
Number whose answering was very superior, .	8	7	5	2	22	14·5
,, ,, was good, . .	32	12	6	4	54	35·2
,, ,, was pretty fair, .	30	18	9	1	58	37·
,, ,, was poor, . .	14	3	–	–	17	11·4
	84	40	20	7	151	100·
ARITHMETIC.						
Number whose answering was excellent, . .	–	5	4	5	14	8·8
,, ,, was good, . .	19	15	8	2	44	22·5
,, ,, was pretty fair, .	36	10	6	–	52	34·4
,, ,, was poor, . .	25	10	2	–	37	24·5
,, ,, was very bad, . .	4	–	–	–	4	3·
	84	40	20	7	151	100·
ALGEBRA AND GEOMETRY.						
Number whose answering was very superior, .	–	–	–	–	–	–
,, ,, was good, . .	–	10	8	3	21	47·8
,, ,, was pretty fair, .	–	4	6	4	14	31·8
,, ,, was poor, . .	–	3	6	–	9	20·4
	–	17	20	7	44	100·
MENSURATION.						
Number whose answering was excellent, . .	6	13	2	4	25	16·4
,, ,, was good, . .	36	16	10	3	65	43·6
,, ,, was tolerable, . .	24	10	8	–	42	21·8
,, ,, was poor, . .	14	1	–	–	15	10·2
	84	40	20	7	151	100·

APPENDIX G. Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

TABLE B.—Summary of Oral Examination of Male Teachers—*con.*

	Probationers.	Third Class.	Second Class.	First Class.	Total.	Per cent.
NATURAL PHILOSOPHY.						
Number whose answering was very superior, .	–	–	–	2	2	4·5
,, ,, was good, . .	–	2	6	5	13	29·6
,, ,, was tolerable, . .	–	10	7	–	17	38 7
,, ,, was poor, . .	–	5	7	–	12	27·2
	–	17	20	7	44	100
BOOK-KEEPING.						
Number whose answering was very superior, .	–	–	–	–	–	–
,, ,, was good, . .	–	8	4	3	15	9·3
,, ,, was tolerable, . .	50	6	5	4	65	43·
,, ,, was poor, . .	30	15	10	–	55	36·4
,, ,, was very bad, . .	4	11	1	–	16	10·6
	84	40	20	7	151	100·

TABLE D.—EXAMINATION of FEMALE TEACHERS in the year 1855 (in Ten Districts). Summary of Particulars of the Examination in Writing, extracted from the Tabulated Particulars.

Seventy-six Teachers examined.	Female Teachers examined on these Branches.				
	Grammar.	Geography	Arithmetic.	Lesson Books.	Total.
SERIES A.—For 1st Class and 1st Division of 2nd Class.					
Number of questions, ...	5	5	4	4	18
Number of Teachers examined on these papers, . . .	9	9	9	9	9
Number of answers which might have been received, . .	45	45	36	36	162
,, ,, marked "satisfactory,"	12	13	18	9	52
,, ,, marked "imperfect,"	14	17	12	15	58
,, ,, received, on an average, instead of 20, .	11·5	13·3	14·4	10·6	12·8
SERIES B.—For 2nd Class and 1st Division of 3rd Class.					
Number of questions, ...	5	5	4	4	18
Number of Teachers examined on these papers, . . .	10	10	10	10	10
Number of answers which might have been received, . .	50	50	40	40	180
,, ,, marked "satisfactory,"	13	10	14	10	47
,, ,, marked "imperfect,"	16	17	12	11	56
,, ,, received, on an average, instead of 20, .	11·6	10·8	13·5	10·5	11·9
SERIES C.—For Probationers and 2nd Division of 3rd Class.					
Number of questions, ...	6	5	5	4	20
Number of Teachers examined on these papers, . . .	57	57	57	57	57
Number of answers which might have been received, . .	342	285	285	228	1140
,, ,, marked "satisfactory,"	112	79	60	51	302
,, ,, marked "imperfect,"	118	98	59	75	351
,, ,, received, on an average, instead of 20, .	13·2	12·4	8·5	11·5	11·3

TABLE E.—EXAMINATION of FEMALE TEACHERS in 1855 (in Ten Districts). Summary of the Results of the Oral Examination.

Female Teachers examined on the following Branches.	Probationers.	Third Class.	Second Class.	First Class.	Total.	Per cent.
READING.						
Number who read with taste and expression, .	4	2	2	2	10	13·3
,, ,, with judgment and intelligence,	21	6	5	1	33	42·6
,, ,, with tolerable fairness, . .	22	4	3	–	29	38·0
,, ,, indifferently, ...	2	2	–	–	4	5·1
Total, . . .	49	14	10	3	76	100·0
RULES OF SPELLING AND VERBAL DISTINCTIONS.						
Number whose answering was very superior, .	–	–	5	2	7	9·2
,, ,, was good, . .	22	8	2	1	33	43·5
,, ,, was pretty fair, .	19	5	3	–	27	35·5
,, ,, was poor, . .	8	1	–	–	9	11·8
Total, . . .	49	14	10	3	76	100·0
GRAMMAR.						
Number whose answering was very superior, .	–	4	2	1	7	9·2
,, ,, was good, . .	20	8	5	2	35	48·7
,, ,, was pretty fair, .	21	2	3	–	26	32·1
,, ,, was poor, . .	8	–	–	–	8	10·0
Total, . . .	49	14	10	3	76	100·0
GEOGRAPHY.						
Number whose answering was very superior, .	3	–	6	1	10	13·1
,, ,, was good, . .	19	6	3	2	30	40·3
,, ,, was pretty fair, .	22	8	1	–	31	40·1
,, ,, was poor, . .	5	–	–	–	5	6·5
Total, . . .	49	14	10	3	76	100·0
LESSON BOOKS.						
Number whose answering was very superior, .	–	–	–	2	2	2·6
,, ,, was good, . .	21	4	6	1	32	42·5
,, ,, was pretty fair, .	26	8	4	–	38	48·2
,, ,, was poor, . .	2	2	–	–	4	5·6
Total, . . .	49	14	10	3	76	100·
ARITHMETIC.						
Number whose answering was very superior, .	–	–	2	1	3	4·0
,, ,, was good, . .	10	11	6	2	29	38·1
,, ,, was pretty fair, .	25	2	2	–	29	38·1
,, ,, was poor, . .	14	1	–	–	15	19·7
Total, . . .	49	14	10	3	76	100·

APPENDIX G. TABLE E.—Summary of Oral Examination of Female Teachers—*con.*

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

Female Teachers examined on the following Branches.	Probationers.	Third Class.	Second Class.	First Class.	Total.	Per cent.
WRITING.						
Number whose style of writing was excellent, .	–	–	2	2	4	5·0
,, ,, was good, . . .	18	6	8	1	33	43·6
,, ,, was pretty fair, .	22	7	–	–	29	38·4
,, ,, was poor or indifferent, . . .	9	1	–	–	10	12·0
Total, . . .	49	14	10	3	76	100·0
CHARACTER OF SCHOOL, &c.						
Number whose schools were very superior, .	–	2	3	2	8	9·5
,, ,, good, . . .	11	8	5	1	25	31·5
,, ,, pretty fair, . .	29	4	2	–	35	44·6
,, ,, poor, . . .	9	2	–	–	11	14·4
Total, . . .	49	14	10	3	76	100·0

Dr. Newell.

No. 2.—GENERAL REPORT of W. H. NEWELL, esq., LL.D., Head Inspector, on schools inspected, and teachers examined, during the year 1855.

GENTLEMEN,

In laying before you, for the consideration of the Commissioners of National Education, my General Report for the year 1855, I beg to submit in connexion with it, a statement of the manner in which my time was occupied during the year just closed :—

	Days.
Preparing Examination Papers and correcting Exercises, .	23
Examination and Classification of Teachers, ...	38
Inspection of *ordinary* National Schools, ...	53
Attending at Central Office, ...	57
Engaged at *five* Model Schools, ...	67
Holding special inquiries, ...	11
Writing special reports, ...	12
Travelling long distances, ...	8
On leave of absence, ...	3
Correspondence and incidental business, ...	41
Sundays, ...	52
Total, . .	365

The Commissioners having been pleased to order in March, that instead of District 42, I should take charge of District 37, which includes the Limerick District Model School; and having in September transferred to me, as a temporary arrangement, Districts 29 and 30, the former including that portion of the city of Dublin south of the Liffey, and the latter the town of Galway, and both districts containing between them three Model Schools—I was unable, from this increase of business, to devote as much time to the inspection of ordinary National Schools as in the year 1854. Besides,

during the latter year I was in attendance only eleven, instead of fifty-seven days, at the Central Office.

I visited ninety-three schools, but of these four were inoperative; thirteen were visited incidentally, and four specially. I inspected seventy-two in detail, and to the result of these inspections I purpose referring in this Report.

I travelled 5,808 miles, or nearly 1,800 more than in the year 1854; and the cost of my locomotion averaged not quite $3\frac{1}{4}d.$ per mile.

The time spent in connexion with the five Model Schools, interfered seriously with my other duties; but perhaps there is no part of an inspector's business so important as that which relates to Model Schools. Of the sixty-seven days given to this duty, forty-two were spent in connexion with the Limerick District Model School, which opened in September, and although this is a much longer period than will probably be ever again required of a Head Inspector to devote in one year to this Model School, still not less than from sixty to seventy days would enable one to dispose of the work of five model schools annually. On all these model schools I transmitted special reports, in addition to the usual formal returns.

During the thirty-eight days spent in examining teachers, I examined 102 males and 115 female teachers. The annexed table shows the classification of the male teachers *before* and *after* the examinations.

TABLE I.

Class.	P.	III.^{2}	III.^{1}	II.^{2}	II.^{1}	I.^{3}	I.^{2}	I.^{1}	Dismissed.	Total.
Before, .	60	18	13	4	3	2	2	–	–	102
After, .	21	30	18	12	4	5	3	–	9	102

Besides the 102 teachers, who attended both the written and oral examinations, there were present at the former forty-eight, who were not examined orally; of these—

5 went to training in the interim.
4 left the Board's service.
1 died.
3 were dismissed for insufficient answering at the written examination.
1 dismissed for inefficiency.
2 schools struck off.
32 not allowed to present themselves.

Total, . 48

Of the thirty-two not recalled, the following table shows the class of each, and the cause of his not being allowed to attend the oral examination. All were candidates for promotion.

TABLE II.

Cause of Absence.	III.^{2}	III.^{1}	II.^{2}	II.^{1}	I.^{3}	I.^{2}	Total.	
Written exercises insufficient, .	9	2	1	2	1	2	17	32
State of School unsatisfactory,	5	2	6	–	2	–	15	

It thus appears that of seventy-four teachers allowed to attend the written, only forty-two were permitted to present themselves at the

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Newell.

oral examinations for promotion. The unsatisfactory state of a teacher's school is positive proof of his ineligibility for promotion. Of those not recalled because their written exercises were insufficient, seventeen answered correctly less than fifty per cent. of the questions asked; it was agreed upon by myself and colleagues, that, as a general rule, no teacher should be recalled, whose answering was lower than 50 per cent. I had myself, in former years, applied at least as severe a rule, but there are many advantages from having a common standard in such matters. Table III. shows the results of answering at the written examination for each class, probationers and III² teachers being included under one head.

TABLE III.*

Teachers.	Number of Questions.	Questions answered or not answered respectively.										Remarks.
		Quite Satisfactory.		Somewhat Imperfect.		Unsatisfactory but not wholly wrong.		Wholly wrong.		Not attempted.		
		Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	
Probationers and III.2	32	8·0	25·0	7·4	23·1	6·6	20·7	4·6	14·4	5·1	16·0	Dismissed Teachers not included.
Second Class and Candidates,	49	14·3	29·1	13·2	26·9	8·0	16·3	5·6	11·4	8·4	17·1	
First Class and Candidates,	49	18·3	37·4	14·1	28·8	3·9	7·9	2·3	4·7	10·2	20·9	

The results cannot well be compared with those given for the year 1854, as the answering for the year 1855 was, by the order of the Board, arranged under a greater number of heads. The present arrangement enables the examiner to do ample justice to the teacher. The exercises of the probationers were not quite so good as those of the same rank in 1854, while those of the classed teachers were much better.

In Table IV. will be found the results of the oral examination stated numerically, as also the names of the subject on which each class was so examined.

TABLE IV.

Teachers.	Average Number of Questions asked.	Average Number answered by each.	Highest Number answered by any one Teacher.	Least Number answered by any one Teacher.	Average Number answered in 100 Questions.	Subjects of Examination.
Probationers and III² Teachers,	53·8	33·5	48·0	22·0	62·0	Etymology, Grammer, Geography, Arithmetic, Lesson Books, Bookkeeping, Mensuration, and Money Matters.
Second Class and Candidates,	134·9	81·7	82·2	49·2	60·5	All the foregoing, and Geometry, Algebra Natural Philosophy, and Art of Reasoning.
First Class and Candidates,	116·2	64·1	72·0	45·5	55·1	A more extended course of the foregoing.

* For examination papers, see Appendix G. III., page 135, this volume.

The general character of the answering was more thoughtful and methodical than in former years, and the teachers have evidently been making an effort to acquit themselves creditably in reading and composition, but the former is still, in too many cases, unsatisfactory; in parsing and writing from dictation an improvement has taken place; I found that of ninety-three teachers in the Board's service after the examinations—

36 could parse a most difficult sentence readily in prose or verse.
42 could parse prose well.
15 could parse simple sentences fairly.

Total, 93

The dictation exercise this year was the same for all classes, and was performed at the time of the written examination. While it is desirable to have a uniform standard on this subject for the teachers of each class, I think that the plan of having one dictation exercise for all the classes is objectionable. By having an exercise relatively difficult for each class, the test would be more correct, and the results more satisfactory. In this exercise the first class teachers and candidates committed no mistake. The average number of mistakes in the exercises of the second class men was 1·1; and the greatest number in any exercise, four. In the exercises of the third class, and probationers, the average number of mistakes was 3·1, while one teacher had as many as eleven. This teacher, however, acquitted himself well in other respects, which saved him from dismissal. As I did not consider this exercise, coupled with their written papers, a sufficient test of the first class teachers' powers in composition, I gave them a subject on which each had to write a brief essay. The subject I selected was, "The social status that an industrious and efficient National Teacher should hold in this country; the causes that have hitherto operated to prevent his attaining to this position, and the reasons why these causes must continue to operate for some time longer." All who were required to try this exercise acquitted themselves fairly; I attach two of the papers —one belonging to a teacher who obtained promotion, and one to an unsuccessful candidate.—(B.)

As a body, the National Teachers do not attach sufficient importance to penmanship, and the consequence is that in very few schools is good writing general. In order to entitle a teacher to promotion, it should be a *sine quâ non* condition that no teacher would be deemed eligible in whose school a fair proportion of the children did not write legibly and well, or, at least, in which penmanship did not receive due attention. Of the ninety-three teachers referred to—

20 could write well.
50 ,, fairly.
23 ,, badly.

Total, 93

A slight improvement has taken place in the answering on the subjects treated in the Lesson Books. Indeed, I had resolved not to recommend any teacher for promotion, who had not studied these books; a fact of which nearly all were aware. But still in the historical portions the answering was very imperfect.

At the written examination there were a few cases of prompting*

* This year a strange mistake was caused by one teacher's prompting another. The first having asked to what house Henry VIII. belonged, the second whispered to the house of *Tudor*, but the last word not having been distinctly heard, and the interrogator, never perhaps having heard the word *Tudor*, wrote, "Henry VIII. belonged to the house of *Judah*."

and copying detected which were severely punished. In England copying is punished by "three years' exclusion from any recognition by the Committee of Council."

The ages of the probationers averaged twenty-two and a-half years; there were twenty-one under twenty years; and three over thirty years of age.

There were seven probationers altogether absent, of whom four were excused, and three were fined.

The total amount of travelling expenses was £104 10*s.* 3*d.*, or a little over £1 each.

On referring to the examinations of probationers for the three years terminated with December, 1855, I arrived at the following conclusion with respect to the number of probationers promoted and dismissed:—

Year.	Number promoted in 100.	Number dismissed in 100.	Number in 100 allowed further trial.
1853, . .	60·9	13·2	25·9
1854, . .	64·4	7·8	28·8
1855, . .	58·9	15·0	26·1

I wish it to be borne in mind that the results, all through this report, referring to the examination of teachers, are not given for the same portions of Ireland as those given in my reports for 1853 and 1854. In at least one of the districts recently added, the state of education is much lower than in any of the districts referred to in former years, or perhaps than in any district in Ireland, both with reference to the teachers and the people. Indeed, when the teachers are bad, it is vain to expect that the people will be well educated. That only about sixty per cent. of the probationers examined should obtain promotion cannot be looked upon as satisfactory, because a clever pupil of the fourth class in an efficient National School possesses sufficient literary attainments to entitle him to rank as a probationer. In one-half of the schools inspected I find lads *so far* qualified as probationers. Why, then, is it that there are not more probationers promoted? I shall assign two causes among many for this state of things; one partly ceased to exist during the year 1855, but the other will always, it is to be apprehended, continue, although it is to be hoped in a less aggravated form. Firstly, then, up to the year 1855 no sufficient inducement was held out to well qualified persons to enter the Board's service. Few young men that could make out the means of livelihood in any other capacity sought the appointment of National Teachers. But as a young man can now support himself on the allowance granted by the Board, which is, however, still quite too small, there is every reason to expect that a better class of candidates will present themselves. Secondly, the partiality and carelessness of too many managers in the nomination of teachers, lead to many most ineligible appointments. I regret to say that I have known managers who have appointed not merely incompetent teachers, but who must have been conscious of such incompetency. Such appointments were not, of course, sanctioned by the Board; but much time was lost by leaving schools in the temporary charge of unqualified men. Very few managers have open or competitive examinations when vacancies occur.

The annexed table shows the classification of 115 *female teachers* before and *after* the examinations.

TABLE V.

Class.	P.	III.[2]	III.[1]	II.[2]	II.[1]	I.[3]	I.[2]	I.[1]	Dismissed.	Total.
Before, . .	85	10	7	7	3	2	1	–	–	115
After, . .	41	37	7	6	3	4	1	–	16	115

As the written and oral examinations of the female teachers take place on consecutive days, the average number of questions answered by females will always be lower than the average number answered by males, because no male teacher seeking promotion (and nearly all the classed teachers are in this category) is allowed to present himself at the oral examination unless his written exercises are satisfactory. With female teachers the practice is quite different, and this fact should be remembered when contrasting the answering of the sexes. Between the time of holding the written examinations of the male teachers, which always takes place in Easter week, and the time of holding the oral examinations, a period of from three to nine months may elapse, and a teacher is generally conscious whether or not he answered sufficiently well at the former to be entitled to present himself at the latter. This difference in the course of proceedings will also explain the fact, that seven female teachers were depressed, while no male teachers were degraded. Of the seven female teachers depressed, five were candidates for promotion, and two were summoned for special reasons.

Table VI. shows the results of the written examinations, so far as the answering was recorded numerically.

TABLE VI.*

Teachers	Number of Questions.	Questions answered or not answered respectively.										Remarks.
		Quite satisfactory.		Somewhat Imperfect.		Unsatisfactory, but not wholly wrong.		Wholly wrong.		Not attempted.		
		Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	Average Number answered.	Number answered to 100.	
Probationers, and III[2], .	20	4·5	22·5	3·7	18·5	4·2	21·0	3·2	16·0	4·3	21·5	Dismissed teachers not included.
Second Class, and Candidates, .	19	5·4	28·5	3·5	18·5	1·8	0·9	3·9	20·6	4·5	23·7	
First Class, and Candidates, .	18	6·0	33·3	3·2	17·8	3·6	20·0	2·8	15·5	2·4	13·3	

The results of the answering at the oral examination will be found in Table VII.

* For Examination Papers, see Appendix G. III., page 143, this volume.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Newell.

TABLE VII.

Teachers.	Average Number of Questions asked.	Average Number answered by each.	Highest Number answered by any one Teacher.	Lowest Number answered by any one Teacher.	Average Number answered in 100 Questions.	Subjects of Examination.
Probationers and III². Teachers.	55·9	22·3	48·5	15·7	40·0	Grammar, Geography, Lesson Books, and Arithmetic.
Second Class and Candidates.	66·6	27·5	45·5	27·0	41·3	The foregoing and History.
First Class and Candidates.	90·6	44·6	52·5	29·0	49·2	Foregoing extended.

On the whole, the answering was not nearly so good as in the year 1854; but I have again to remark that the teachers of three new districts are included among those examined this year. I believe that if I were to strike the average by districts, I would find that in six of those referred to last year the answering has very much improved. In Districts 29, 30, and 37, the answering was generally far below the average, and in District 41 I have no improvement to record.

Of the sixteen teachers who were dismissed, ten; of the seven who were depressed, four; and of the twenty-four who were admonished, fifteen; or in all, twenty-nine of the forty-seven punished teachers, came from these districts; while only six of the thirty-seven promoted belonged to them.

There were only nine probationers absent, of whom four sent satisfactory apologies, two were reprimanded, one fined, and two dismissed.

Of the ninety-nine teachers retained—

43 could parse a difficult passage in prose or verse.
32 could parse prose well.
24 could parse simple sentences fairly.

Total, 99

The penmanship was in some cases excellent; and nearly all the teachers who were promoted wrote well and legibly. The ninety-nine might be classed as follows:—

28 wrote very well.
39 ,, fairly.
32 ,, poorly.

Total, 99

In the dictation exercises the following were the results:—

	Average Number of Mistakes.
First Class and Candidates, ...	2·2
Second Class and Candidates, ...	2·1
Probationers and III.² Teachers, . . .	4·1

There were only eighteen exercises free from mistakes. The passages selected for dictation were hard or easy according to the teacher's class. The reading was in the great majority of cases good. Females are always superior to males in this branch. The answering, too, in the Lesson Books was improved, except on the portions which are historical. Of history—but especially of history in connexion with chronology—the National Teachers, as a body, are more ignorant

than perhaps any other class of persons in Ireland who have received the same extent of instruction. As instances of the strange ideas they possess on these subjects, I may mention that one teacher stated that the Battle of Bannockburn and the Downfall of Poland took place in the same century, and that Hercules and Sir Isaac Newton were contemporaries. The first error arose probably from the teachers having read Campbell's Apostrophe to Freedom, in the "Pleasures of Hope." This ignorance of history is to some extent intelligible. It is only the teachers of the first and second classes that are required to know history, and the only text-book they use is the Fifth Book of Lessons, which being (in the section referring to the subject) a mere epitome, with facts and dates, is not easily remembered. I think it is very much to be regretted that the National Teachers of Ireland are so ignorant of the history of mankind, and of general literature; and that their information is so completely technical.

The ages of the ninety-nine female teachers averaged twenty-three and a-half years. The ages of the probationers averaged twenty.

The total amount of travelling expenses was £52 13*s.* 8*d.*, or a little over 9*s.* each.

Of ninety-three schools visited during the year 1855, I only inspected seventy-two in detail. Before I proceed to speak of the results of my inspection of these schools, I beg to say a few words about the general correctness of the records of the children's attendance at National Schools, because I believe that even the friends of the system entertain some erroneous views on this subject. It has been thought by some that the average daily attendance at a school will be found somewhat greater than the number actually present at any casual visit to the same school. In nearly 500 cases, however, I have found the total number present to exceed the average daily attendance, as will appear from the following table and subsequent remarks.

TABLE VIII.

Date.	Number of Schools Inspected.	Total Number of Children Present.	Average Number Present to *each.*	Total Average Daily Attendance	Daily Average to *each.*	Excess of Number Present above Daily Average.	Excess of Daily Average above Number Present.
1853, .	73	4,395	60·2	4,179	57·2	3·0	—
1854, .	104	4,714	45·3	5,296	50·9	—	5·6
1855, .	72	3,890	54·0	3,482	48·3	7	—
Total, .	249	12,999	52·2	12,957	52·0		

From this table it appears that there was not, *on the whole*, in 249 schools inspected, a difference of one child between the numbers present to each school and the average daily attendance to each, and this difference is in favour of the number present. But besides the 249 schools inspected in detail, I visited, and transmitted reports during the three years upon 217 other National Schools, and in those the number present was, as nearly as possible to each, one more present than in daily average attendance. Having therefore in 466 schools (in six of which only had the teachers previous notice of my visit), scattered over *nine* counties, found a larger number actually present than had been in daily attendance for the twelve months previous to each inspection, it is, I think, a most reasonable inference to state that in these counties at least the records of the numbers in attendance at

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Newell.

National Schools are substantially correct. There was only one school in which I had reason to believe that the accounts had been falsified.

The following table shows the classification of the children present in the seventy-two schools inspected in 1855 :—

TABLE IX.

Reading First Book,		1,412
,, Second ,,		1,639
,, Third ,,		553
,, Fourth ,,		267
,, Fifth ,,		19—3,890
Learning Grammar,		1,757
,, Geography,		2,213
,, First Four Rules,		1,246
,, Compound Rules,		446
,, Proportion and above,		464
,, Writing on Slates,		843
,, Writing on Paper,		1,640
,, Geometry,		71
,, Algebra,		21
,, Book-keeping,		15

The results of my examination of the classes were as follow :—

TABLE X.

	Total.	Per Centage on the number Present.	Per Centage on the number Learning.
1. Able to read Second Book correctly,	781	22·7	41·5
2. Able to read the higher Books with ease and intelligence,	509	13·0	60·6
3. Acquainted with the parts of speech,*	264	6·8	45·7
4. Able to parse,	207	5·3	72·3
5. Able to write a sentence with tolerable accuracy,	189	4·8	32·3
6. Able to write *a passage* with ease and correctness,	149	3·6	52·0
7. Acquainted with the Map of the World,	410	10·6	75·0
8. ,, with Maps of Europe and Ireland,	175	4·5	31·6
9. ,, with a General Course,	48	1·2	16·8
10. Able to set down Figures to *seven* places,	544	13·9	63·7
11. Able to work Subtraction *readily*,	875	22·4	63·0
12. Able to work Practice,	257	6·6	89·8
13. Able to write fairly,	369	9·4	66·7
14. Able to write with ease and freedom,	143	3·7	50·0

I beg also to subjoin a table which exhibits a comparative view of the results obtained in each of the last three years, from which it will appear that considerable progress has been made in writing, dictation, and arithmetic ; I say *considerable* progress, because in the year 1853 I inspected a greater number of first and second class teachers' schools than in the year 1855.

The number in the first column refers to the subject of the examination as given in the last table.

* Except in Arithmetic, each number in this table is exclusive of the others.

[TABLE XI.

Table XI.

Subject of Examination. (See Table X).	1853.		1854.		1855.	
	Per Centage to the Number Present.	Per Centage to the Number Learning.	Per Centage to the Number Present.	Per Centage to the Number Learning.	Per Centage to the Number Present.	Per Centage to the Number Learning.
No. 1, . .	20·6	49·4	18·6	43·9	22·7	41·5
,, 2, . .	13·5	54·0	12·3	52·7	13·0	60·6
,, 3, . .	16·8	55·7	5·1	34·0	6·8	45·7
,, 4, . .	6·6	77·1	5·6	70·0	5·3	72·3
,, 5, . .	4·6	28·0	3·9	16·3	4·8	32·3
,, 6, . .	2·6	30·7	2·5	31·3	3·6	52·0
,, 7, . .	17·6	84·6	10·1	70·5	10·6	75·0
,, 8, . .	10·17	61·6	4·6	29·0	4·5	31·6
,, 9, . .	6·5	76·9	1·0	12·3	1·2	16·8
,, 10, . .	15·2	60·6	10·5	44·8	13·9	63·7
,, 11, . .	20·0	51·6	18·6	49·2	22·4	63·0
,, 12, . .	4·2	49·8	4·4	54·7	6·6	89·8
,, 13, . .	10·2	62·0	8·5	55·8	9·4	66·7
,, 14, . .	4·2	46·4	2·7	33·4	3·7	50·0

The first column sets forth the positive condition of education in the country, so far as the schools referred to are concerned, while the second rather points to the degree of efficiency with which the several branches are taught. Looking to the terms of the School Programme,* it will appear that only the Sequel, Third, Fourth, and Fifth Classes are necessarily included in this table, which shows the results of my examination, except the pupils of the Second Class, who are included under head 1 in that table. The pupils of the Sequel Class, too, are included only under three heads, namely, 1, 7, and 11, so that of the 12,999 children present, 4,513, or the total number learning the First Book of Lessons, are excluded from *all* the subjects of my examination, while about 3,631 are excluded from all the subjects except the first. With the last number I cannot be correct, because in a few schools inspected in 1853 I did not record the number in the Sequel Class, but I am very nearly so. It will thus appear that about 8,144 children, or nearly two-thirds of the entire number present, are excluded from thirteen of the fourteen subjects of examination.

Bearing this important fact in mind, the results of my examination, in several subjects, may be considered rather creditable; but in explanation of what my views are of the present condition of the schools, as compared with what they might be brought to by more effectual teaching, I beg to submit the following tabular statement:—

* See Appendix A, page 122, Volume I. for "School Programme."

[Table XII.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Newell.

TABLE XII.

1855.

Subject of Examination, (See Table X.)	Per centage of answering to the number learning each subject.	Per centage attainable with more effective teaching.
No. 1,	41·5	75·0
,, 2,	60·6	75·0
,, 3,	45·7	75·0
,, 4,	72·3	80·0
,, 5,	32·3	50·0
,, 6,	52·0	75·0
,, 7,	75·0	80 0
,, 8,	31·6	50·0
,, 9,	16·8	50 0
,, 10,	63·7	75·0
,, 11,	63·0	75·0
,, 12,	89·8	90·0
,, 13,	66·7	75·0
,, 14,	50·0	75·0

It is only by raising the classification of the children, according to the reading books, that the courses of instruction can be readily extended to a greater number than it at present embraces; but the age at which the children begin their attendance at school, and the irregular character of the attendance itself, have hitherto proved, in most cases, insuperable obstacles to a higher classification. The proportion of pupils in the senior classes to the total number present in each of the three years was, in

1853,	1 child in 4·0
1854,	1 ,, 4·2
1855,	1 ,, 4·6

The average age of those who had reached the Fourth Class was thirteen years and two months. In three schools only did the average age reach fourteen years, and only in one did it rise to fifteen years, except in the cases of two boys, each seventeen years, who constituted a class in one school. As nearly as possible, one in fourteen had read as far as the Fourth Book. In 1853, the ratio was about one in twelve; and in 1854, about one in thirteen. I am persuaded, that not more than one in twelve, if so many, of all the children attending National Schools in the south of Ireland, attains to the Fourth Book; and it does not appear that the children in any part of the country remain at school to a more advanced age than the children in Munster. There were only nineteen children altogether classed in the Fifth Book. Now, admitting that fifty per cent. of those pupils who attain to the Fourth and Fifth Classes are able to write a difficult passage from dictation correctly, it will appear that not more than one in twenty-four of the children attending National Schools receive a really finished course of elementary instruction.

In 1853, I found that the average age at which the pupils commenced their attendance was seven years and ten months; in 1854, it was seven years and nine months; and in 1855, seven years and five months. Now, while it must be admitted that the old form of School Register, in use up to 1855, inclusive, was defective in the provision made for the registration of the pupils' ages, inasmuch as it was required to enter the child's age in years only, still I am satisfied that the school-going age in the south commences at an age a little *over* seven years. There are many reasons why it should be earlier in the north of Ireland,

but one is that the schools are much closer than they are in the south, in several parts of which the population is thin and the schools at a considerable distance from one another; children under seven years of age cannot walk two miles to a school. The assumed educational period of from five to fifteen years does not, in my opinion, apply to Ireland at all—that is to say, children between these years practically do not attend school. I find that even in Infants' Schools, under the Board's immediate control, the average age of the children reaches five years and ten months; and Infants' Schools are too few in number to have any perceptible influence on this question.

The Census Commissioners for Ireland, in their useful collection of educational statistics for the year 1851, have taken the period of life between five and fifteen years as the school-going age, and as the same period is said to have been assumed in former Census years, the comparative deductions are unobjectionable. But I hold that to include children, who are under seven years of age, among those who can "neither read nor write" represents a large portion* of the population as uneducated, that really *cannot*, in present circumstances, be brought under instruction in the National or other elementary schools of the country. The Commissioners state that "on a comparison of the numbers who could neither read nor write in 1851, with those returned in 1841, it is gratifying to observe that there is a diminution of the ignorant amounting to four per cent. of males, and eight per cent. of females." This statement, however, gives but a very imperfect idea of the real diminution of ignorance, which does not arise from any disinclination on the part of the Commissioners to acknowledge the progress of education, to which they have borne most impartial testimony, but from the assumption of a standard of education, to which they, and nearly all public bodies have recourse, namely, the number that "can read and write."†

This, indeed, appears to be the only standard that a public body not directly administering the education of a country can assume. I feel, however, that it is my privilege to refer to other very great educational advantages, which tend to the elevation and improvement of a people, that have been conferred on those who were educated at National Schools. To be "able to read and write" does not necessarily imply any degree of intellectual culture. These arts were acquired largely in the hedge schools; in them, and indeed in the great majority of primary schools, existing previous to the establishment of the system of National Education, reading, writing, and arithmetic were the chief, if not the only business of a school.

* Proportion per cent. at each age, not attending school—at five years, eighty-five; at six years, seventy-seven.—*Census Report for* 1851.

† I have observed that on several occasions the Census Commissioners' Report on "Ages and Education" has been quoted by public men as affording positive evidence of the failure of the National Schools; although the Commissioners in several parts of their Report, fully explain the difficulties that education had to contend against in the latter portion of the decade of years terminating in 1851. It is strange, too, but no doubt to be explained, that some county in the south, generally Clare, is selected, as an example of the failure, while the Commissioners state that "there is only one county, *Londonderry*, in which according to the returns, the relative number of ignorant persons appears to have been greater in 1851 than in 1841."

Famine and its attendant calamities, emigration and the consequent employment of a younger class of labourers, sufficiently explain the trifling progress in education that has been reported to have been made in 1851. According to the Report of the Emigration Commissioners for the year 1855, 1,552,532 persons emigrated from the United Kingdom, from 1846 to 1851; at least three-fourths of these went from Ireland.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Newell.

It is from the rational and intellectual method of teaching pursued in National Schools, that the pupils have derived increased benefits. Their acquaintance with geography and grammar, with the various subjects treated in the Lesson Books,* and with the leading principles of political economy; their knowledge of their duties and rights as subjects, of the means placed within their reach for improving their social condition; their daily observance of order, discipline, and cleanliness in the schools themselves; and the growing conviction that the State offers all these advantages, without any desire to interfere with their religious freedom, are some of the results of the means actively employed by the Board of National Education for the improvement of the youth of Ireland. A slight intercourse with the lower classes will satisfy any experienced person that the young among them have acquired a comparatively good vocabulary, an increased facility of expressing themselves, and a general intelligence that were not enjoyed by persons in the same rank of life some years since.

Although I believe that my colleagues and myself entertain the same views on the meaning of each of the subjects of examination given in Table X., and that we have as nearly as possible been guided by the same standard in determining the merits of each school and of the pupils, still I consider it advisable to state briefly the meaning that I attach to each head. The District Inspectors have received specific instructions on this subject, but each Head Inspector was more or less at liberty to set up a standard for himself, although, as I have already stated, I have reason to conclude that our views have been very similar.

SUBJECT I.—*Able to read the Second Book correctly.*—Under this head I would include no child who could not read, in the middle part of the Second Book of Lessons, three or more sentences without a mistake. Children able to read the Third Book fairly, but not "with ease and expression," I enter at once as able to read the Second Book correctly. Any of the Third Class not able to read the Third Book fairly, I require to read the Second Book, and consider him so far a Second Class pupil. The Sequel Class I include among the second.

II. (See Table X.) Only the pupils in the Third, Fourth, and Fifth Lesson Books are included under this head. Each must read at first sight any passage that I open, with readiness, and in such a manner that he satisfies me he understands its general meaning. If pupils should read in a purely mechanical manner, which is merely *saying* the words, I mark them under the First head.

III. A pupil should be able to refer any word with certainty to its part of speech; his ability to do so I test by requiring him to name all the words in a line of his Lesson Book. Should he miss two or three presenting no difficulty, I mark him *out* at once.

IV. A pupil should be able to parse syntactically, quoting the rules of concord and government, such a sentence as "We will now try how our senses help us;" or "Our cotton dresses are formed from the soft lining of a seed vessel." Many Fourth Class boys can parse difficult sentences well, and for such I would select a sentence like "Some,

* Resolved,—"That the series of elementary text-books, prepared by experienced teachers, and revised and published under the sanction of the National Board of Education in Ireland, were, as a whole, the best adapted to schools in Upper Canada, having long been tested, having been translated into several languages of the Continent of Europe, and having been introduced more extensively than any other series of text-books, into the schools of England and Scotland."—*Report of a System of Public Elementary Instruction for Upper Canada.*

again, fancy that the rent is paid on account of the expense which the owner of the soil has laid out in enclosing the land."

V. and VI. I require the pupils to write either a long sentence, or two or more short ones, generally selected from the end of the Third Lesson Book, but sometimes I dictate a passage containing easy and difficult words, which are in common use. If the exercise should have two, or perhaps three mistakes, I mark it as executed "with tolerable accuracy." To rank it under head V., it must be free from any orthographical error.

VII. The pupil must, *without any reference to the map*, tell the boundaries of the continents, the limits of each ocean, the seas formed by each, and the relative position of these with reference to the equator, and to one another.

VIII. As a knowledge of two maps are required under this head, pupils are excluded who are acquainted with one map only. It is perhaps desirable that this arrangement should be altered, as a very accurate knowledge of the map of Ireland may be possessed by a pupil, and frequently is, who is not acquainted with the continent of Europe. By an acquaintance with the map of Europe, I mean that the pupil should know its length and breadth, its area in square miles, its population, political divisions, great physical features, lakes, rivers, chief cities, and soforth. Of Ireland, he should know the counties in each province, and their chief towns; what counties are maritime, and what inland; the rivers and their direction; the population, area, and extent of the island.

IX. The pupil should possess the information required under heads VII. and VIII., and be able to tell the position of any country, and the general character of the same, to describe the route to be pursued from one seaport to another, to understand the terms latitude and longitude, and the conversion of the latter into time. This is all that I require, and the per centage of answering is lower than on any other subject, because in very few schools, conducted by third class teachers, can boys be found so advanced.

X., XI., and XII. These heads almost contain their own explanation. No child who could not write down such sums as 50,701, and 4,020,016, on hearing them repeated a second time, could be included under head X. In practice and proportion I generally examine the pupils carefully on the principles, as well as require them to work an example or two. Unless the error in the result were very trifling, the pupil could not be included under head XI.

XIII. and XIV.—No pupil unable to write *small* hand is included by me among those "able to write fairly," and the small hand must be neat, clean, and careful. Under XIV. I include no child whose penmanship is not free and well proportioned, and such as would with a little experience and practice enable the writer to act as a junior clerk in a mercantile establishment.

A careful adherence to the provisions of the School Programme will enable every teacher, whose school does not labour under some peculiar disadvantages, to secure a reasonable proficiency among his classes. But this document prescribes only the *minimum* amount of proficiency that the Commissioners of National Education will expect their officers to find in every school. It would be possible for a teacher to fulfil all the conditions, and yet to have his school in an unsatisfactory state. The amount of instruction specified might be conveyed in a very mechanical manner, while the intelligence and reflective faculties of the children might remain almost wholly uncultivated. No industrious or efficient teacher will be content that his pupils should attain to a know-

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Newell.

ledge only of the course recently marked out for each school. Indeed, the classed teacher's further promotion generally depends on a much more satisfactory state of things. The mere *literal* fulfilment of the conditions of the Programme should not be considered sufficient in a school conducted by a first or second class teacher.

While this document defines the minimum amount of instruction to be imparted, the untrained teacher is left very much to himself in adopting the best means for complying with its requirements. From the constant removals and resignations among the National Teachers, there must be always a large proportion of them untrained, of whom many will be ignorant of the most common ideas of school management. It is to these persons that the Organizing Teachers will render such important service. Every Organizing Teacher will be in himself a kind of itinerant training school, and there is every reason to expect the best results from his labours, should the managers co-operate in the object of his mission.

It is scarcely necessary to observe that the teachers' salaries do not depend upon their carrying out the conditions of the programme, although their neglecting to secure the prescribed proficiency exposes them to censure, fine, or even to depression.

STATE of the 72 SCHOOLS.

	As to Repairs and General Suitableness of House.	As to Furniture and School Apparatus.
Good, ...	36	35
Fair, ...	16	15
Middling, ...	14	10
Unfit, ...	6	12
Total, . . .	72	72

In several of the schools fault is to be found with their internal economy, and the want of personal cleanliness on the part of pupils is too often a ground for complaint. To see caps and cloaks scattered about a schoolroom, or huddled together in a corner, is almost a certain proof of general disorder. The want of cap-rails and pins is very common. I took the liberty of submitting to the Commissioners a plan of a cap or cloak stand, which should, I think, constitute part of the furniture of every school, but I have not heard whether or not they approved of the plan. It is very difficult to compel the parents in some localities to send their children to school with clean hands and faces; but the teacher never should fail to insist upon cleanliness, by excluding the dirty child. I believe that cleanliness, like righteousness, exalteth a nation. Spelling, reading, and writing, must be taught to every generation, and to every individual of it; but the inculcation of habits of cleanliness and decency carries with it an hereditary morality, if I may so speak, that descends from parent to child, and whose influence is felt by succeeding generations.

Last year I referred to the want of School Libraries, a want that increases as the education of the people advances. The "Public Libraries Act" of 1855, for Ireland, only applies to towns having a population of 5,000 persons; so that no provision has been made by the legislature for the reading population of small towns, villages, and rural districts. The establishment of school libraries could not fail to

prove a most useful and beneficial public measure, while it would give completeness to the system of National Education.

I have the honour to be, your very obedient servant,

W. H. Newell.

Cork, 1856.

Appendix A.

Exercise of a First Class Teacher.

Dr. Newell.

1. The exact position which an efficient National Teacher should occupy in society is a matter not easily determined, and about which, therefore, various opinions may be formed. Abstracting from the obligations of society to the teacher personally, and looking at the question merely as it affects the public good, it will not be denied, that *at least* his position should be such as, while discharging his duties *faithfully* and *honestly*, should render him independent of those pecuniary drawbacks he often has to suffer from parents withdrawing their children from under his care, because, perhaps, he will not adopt the absurd and exploded system or rather plans of the hedge school. Surely, a poor teacher, with a salary scarcely sufficient to meet the wants of nature, must be a strong-minded, high-spirited, and above all, an *honest* man, to entirely resist the pressure too frequently brought to bear on him in this way. And if he does yield, it is unnecessary to say, he no longer merits the title of "an efficient Teacher." Again, his status should be such as to induce well-educated and talented men to take to teaching as a respectable and lucrative profession—to make it worth the while of parents in easy circumstances, to procure for a portion of their children the education and training necessary to fit them to become really good and valuable teachers, and thus to raise up a supply from which vacancies in schools could at any time be properly filled up.

But society, as I before intimated, has obligations to the Teacher from which it cannot be absolved. On the principle that "the labourer is worthy of his hire," the teacher has a right to be paid for his labour; and when the amount and value of that labour is considered, it is hard to say where his recompense should stop. He exercises in a great measure towards the child, while under his care, the various duties and feelings of the parent and the clergyman. Like a tender mother, he is careful to make education and amusement go hand in hand; like the father, he is anxious to prepare him to fight his way manfully through the difficulties of afterlife; and, like the clergyman, he points as much as he may the path to a bright *hereafter*.

I think, then, that the teacher's standing, instead of being far under, should be considerably above, that of the officers in the lower public departments—the gauger, for instance.

2. The chief cause, in my opinion, that has prevented him from attaining his true position, is the hostility with which many parties, who differ in almost every other respect, regard state education. This must render the Commissioners and the Government very cautious in asking increased grants of the public money. Some think that the inefficiency of some of our teachers, and the consequently poor condition of their schools, has given, in the minds of partial and unphilosophic inquirers, a character to the National Schools in general of worthlessness and inefficiency, and thus injured the prospects of the really efficient teacher. So far from the low salaries being the effect of inefficiency they are its cause.

3. These causes must continue until the advantages of the National System become evident to its opponents.

Appendix B.

Exercise of a First Class Teacher.

The National Teacher should hold a social position not inferior to that of a clergyman or physician: to ensure consideration and respect, he must be a person of decent habits, of respectable appearance, and possessed of a large stock of knowledge. His business is not merely to teach the rising generation reading, writing, and the other branches of popular education, but also cleanliness, genteel habits, &c.

Now, it is well known that good example is one of the best means of teaching; and to do this the teacher should be possessed of the means of being decently dressed, of having a neat respectable dwelling, so that his manner, appearance, and domestic habits, may be a model in his locality. He should also be enabled to devote his whole time to his business—that is, besides the time spent in school, to spend the remainder in acquiring knowledge. These, in my mind, are the means of raising the status of the National Teacher; and I know of my own knowledge, that the best classes of society are beginning to respect him, because they see he is fairly educated, and much superior in respectability and mental acquirements to the class of teachers they were formerly acquainted with; because, it is very recently the upper classes, in this locality at least, became acquainted with the principles of National Education. A medical doctor told me, that he would consider it a great advantage if he were taught as poor boys are now in the National Schools.

Among the causes which have hitherto operated to prevent the National Teacher from attaining the desired status, may be mentioned the following. The Irish teacher was formerly ill qualified for his calling, he was badly paid, almost his only remuneration being his board and lodging in the houses of his pupils, his position was only one step removed from that of a beggar, he was looked upon by the people with contempt, and that notion of the teacher's social position is still retained by several of them. The teachers first appointed by the Board of National Education, being either selected from these hedge teachers (as they were called), or educated by them; hence, their slow advancement towards the desired status. A contributing cause was the insufficiency of their remuneration; but now that the Board and the State are dealing more liberally with them, there is reason to think that they will, ere long, become an efficient, intelligent, and respectable body, and that history will have to tell of them in after times. that they were the regenerators of Ireland.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

Note.—Lest the following brief remarks, which are very short abstracts of the reports sent by me to the Office on each school, should lead any one to believe that the National Schools referred to are generally in an inefficient state, I think it well to observe that the standard by which I tested the pupils' proficiency was very high; but, with effective teaching and active management, quite attainable. Unless 50 per cent. of the pupils in the second, third, and fourth classes answered fairly in every branch taught, and half of these decidedly well, I would not consider a school in a satisfactory state. I applied one standard to all the schools, otherwise my returns would be of no use in an educational point of view. Every child in every one of these classes in the 72 schools was examined by me in each branch; and in nearly every case I required the teacher to examine on at least one subject.

The letter *a* refers to the state of the School Accounts.
" *b* " supply of Requisites and Books.
" *c* " general observance of Board's Rules.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Cork.					
1. Inch, m.	1855. Jan. 9,	11	36	Untrained teacher. III[2].	Slated house, well built, but the roof and windows require some repairs. The ground at the rere of the house being higher than the level of the school-room floor makes the room damp. The play-ground and premises are wretchedly kept; the furniture is sufficient. There are five large maps and a black board in the school-room. The school having only re-opened after the Christmas vacation on yesterday, the attendance was small, and did not enable me to say positively what amount of good had been done. The few present acquitted themselves, on the whole, fairly, but there is no fourth class in the school. Writing from dictation is not practised. The arrangements in time-table were not sufficiently distinct. The teacher is deficient in energy, and altogether there was a want of life about the establishment. *a*, some omission in class-list, register kept in a slovenly manner; *b*, poor; *c*, good.
2. Ditto, f.	Jan. 9,	7	24	Trained mistress. III.[2]	School is held in the upper part of the house just described. Desks and forms good; no black board, and only one large map. As the school only re-opened *this day* after Christmas vacation, the attendance was unusually small. The few pupils present were badly prepared. The teacher does not do any credit to her training, which she received in 1851; she seems rather to attend to her own improvement than to the condition of her school. *a*, bad; *b*, poor; *c*, fair.
3. Clonpriest, m.	Jan. 10,	41	57	Trained Master. I[2].	House slated, and in repair. It contains two school-rooms, with apartments at the rere for the master. The shape of the boys' school-room is inconvenient, but it is sufficiently commodious. It is well furnished, and neatly kept. There are five large maps, and a black board for *each* class. The teacher is zealous, but so far his exertions have not been productive of much good among his pupils, all of whom speak and think in Irish, which renders the acquirement of English difficult. They were chiefly deficient in spelling, and in the meaning of words, and on the subject of the lesson books. There is, however, promise of a better state of things. The demeanour of the pupils was not steady, though the teacher seems to have taken a good deal of pains to secure discipline. *a*, *b*, and *c*, very good.
4. Ditto, f.	Jan. 10,	48	57	Untrained mistress. III[2].	School held in the second room of the house just described. The school-room is well furnished; there are four large maps and two black boards. The teacher is naturally intelligent but wants training. The answering in geography was confused and uncertain; the writing, and writing from dictation, poor. The children's vernacular is Irish, so that English presents all the difficulties of a *foreign* language. Arithmetic is badly taught. *a*, latterly well kept; *b*, good; *c*, good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Waterford.					
5. Grange, mixed,	Jan. 11,	37	76	Trained master. I². An assistant, III². A work mistress.	Slated house, one story in height, and in good state of repair. Teachers' apartments inconveniently attached; yard and premises very badly kept; furniture of an unsuitable character, and very injudiciously arranged. There are four large maps. The principal teacher is a shrewd and well informed person; and, on referring to the report of some of the District Inspectors, I found that he had given satisfaction in his mode of conducting the school; to-day, however, the pupils' answering was generally very discreditable, and the entire results of my inspection unsatisfactory. Time-table not adhered to. *a*, good; *b*, fair; *c*, good.
Co. Cork.					
6. Kilmahon, m.	Jan. 12,	20	41	Untrained master. III².	Slated house, and in want of some repairs; is situated in a small village, with the entrance from a lane. There is ample accommodation; the desks and seats, except the master's, are tolerable. There is a small gallery for collective teaching at one end of school-room. There is a door leading into the girls' school-room, which is inconvenient. There are three large maps, but no clock. The teacher is an earnest person, but, having been only a short time in charge, and having found the classes in a very backward state, he has as yet been able to effect very little. I cannot speak favourably of the answering on any subject to-day, but a good beginning has been made. *a*, good; *b*, poor; *c*, good.
7. Ditto, f.	Jan. 12,	40	50	Untrained mistress. III².	House built up against the rere of the boys' school-house, and, from the nature of the ground, its floor is several feet below the floor of the latter. There is no fire-place, nor proper means of ventilation; and the atmosphere to-day was dense, and almost irrespirable, but neither the teacher nor her pupils seemed to observe it. The furniture is of a very bad description; at one end of room is a gallery of a very rough construction. The pupils for the most part *read* well, and *spelled* fairly, and their answering in *explanation* was satisfactory, but in grammar, geography, writing, and dictation, I cannot report that much progress has been made, while in arithmetic the extent of their attainments was very limited. *a*, fair; *b*, poor; *c*, good.
8. Kanturk, m.	Jan. 16,	109	103	Trained master. I². An assistant, probationer. A paid monitor.	Slated house, and, with the exception of some glazing required, is in good state of repair. The premises are very badly kept. The school-room presented rather a pleasing aspect, but is somewhat crowded with furniture, while in a lecture-room attached there is scarcely any furniture. At the entrance is a place for the boys' caps, a very useful provision. All the Board's large maps are in the school, and once a week the teacher gives a lecture from a terrestrial globe, his own property. The *reading* of the senior classes was satisfactory, but that of the junior generally bad. Spelling and writing from dictation have been rather well taught; answering in arithmetic very good; writing wanted proportion and size; sixty-two of those present knew more or less of geography, but only fourteen of these answered creditably on *all* the maps; the parsing was good in twenty-four cases. This school has conferred, and is conferring, much benefit on the children of the locality. *a*, fair; *b* and *c*, good.
Co. Kerry.					
9. Rathmore, f.	Jan. 17,	51	70	Trained mistress. I¹. A paid monitress.	Slated house, and in good state of repair; but requires to be again roughcast. Premises fairly kept, but have suffered from recent trespass. School-room suitable and well furnished, having a complete set of large maps.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Kerry—*con.*					Cleanliness of the pupils, marked, and quite exceptional in this locality. The answering of the classes was not generally satisfactory. In the senior classes only eight girls acquitted themselves creditably; and of forty-two in the second and sequel classes, only twelve answered fairly. The school is in a transition state, but still I apprehend that *latterly* the principal teacher has not been strictly diligent. She has indeed done much for the children of the district, which is poor and wild; but she seems to have slackened her exertions. *a*, *b*, and *c*, good.
Co. Cork.					
10. Mill-street, m.	Jan 18,	82	90	Trained master. I^3. An assistant. III^1.	Slated house, in good state of repair; and well kept. There are three school-rooms; but two of these were built for the accommodation of girls, who have all left to attend the convent school close by. The furniture is sufficient, but the arrangement of the desks injudicious. There is a set of large maps. The school was in a disorderly state when I entered, which was at ten o'clock; the hour at which the pupils assemble. The slates and books in use on the previous day were lying about the desks; sad evidence of a want of method in dismissing the school. The senior classes answered generally well; and in nearly all the subjects taught the pupils' progress was satisfactory. *a* *b*, and *c*, good.
11. Ahanduv, m.	Jan. 19,	10	53	Trained master. II^2.	House very old, and in bad condition. Furniture unsuitable, and out of repair. School-room untidily kept; and every thing in it bespeaking carelessness and irregularity on the part of the teachers, who had not reached school when I arrived. As the morning was very cold, few children attended; and judging from their answering, I would say that the school is most ineffectively conducted. The teacher examined a class for me, but his questions were not put in language adapted to the capacities of his pupils. *a*, *b*, and *c*, very middling.
Co. Kerry.					
12. Tarbert, m.	May 9,	114	77	Trained master. II^1. A paid monitor.	Slated house; roof requires some repairs. Four rooms, of which two are used as school-rooms; and two as a residence for the master. One school-room does not afford sufficient accommodation for the boys. The furniture is pretty good, and there are eight large maps. Except in Geography, the pupils' answering generally was above the average answering in schools conducted by second class teachers. The writing of the senior classes was very good; but that of the junior, careless. Dictation has been only latterly attended to. There was a good deal of intelligence among the more advanced boys. Two boys were learning Euclid, but knew the first and second books imperfectly. I had to complain of the want of order and silence—a want noticed by the District Inspectors. *a*, good; *b*, fair; *c*, good.
13. Gortnaskehi, f.	May 10,	79	49	Trained mistress. III^1.	A slated house, and in good state of repair. The furniture is unsteady, and for a vested school bad. There is no black board, and only three large maps. The time-table is badly constructed. The reading, spelling, and intelligence of the classes, were very creditable. In grammar, the proficiency was fair; but in geography, arithmetic, and dictation, the pupils have made very little progress; most of the copies were written in a careless manner. These defects are in a great measure the results of the inefficiency of the substitute left in charge of the school while the present teacher was in training. There was a good deal of order and steadiness among the children, who appear to be governed by their affections, and to love their teacher. *a*, fair; *b*, bad; *c*, good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Kerry—*con.*					
14. Asdee, m.	May 11,	47	50	Untrained master, probationer.	Slated house, with an apartment of a very bad description attached for the teacher's residence. The school-room portion of the house is in a good state of repair, but the floor, which is of clay, is very damp, and there was a foul smell in the room from want of ventilation. The ground around the school-house is unenclosed, and in a most unsightly state. There was no black board, and only three large maps. Of the forty-seven pupils present, thirty-three were in the First Book of Lessons, but the average age of all was not quite eight and a half years. Circumstances considered, the answering of the third class was fair, but there was a want of intelligence. No fourth class. Teacher has been a probationer since 1852, and seems unable to become a classed teacher. *a*, good; *b*, fair; *c*, good.
15. Ditto, f.	May 11,	52	48	Untrained Mistress. III[2].	A long thatched house of one story, with a room affording accommodation for 100 children; it is in thorough repair, but the windows cannot be opened. The furniture is substantial and well arranged, but there is no black board, and only two large maps; no time table suspended. The general answering of the pupils was very unsatisfactory; in no one branch has sufficient progress been made. No fourth class. The school has been recently taken into connexion with the Board, and most of the girls present received instruction previously at hedge schools, which are numerous in this part of Kerry. The teacher is naturally quick and a good workmistress, but has been badly instructed in the art of teaching, while her literary attainments are poor. She conducts her school in a very orderly manner. *a*, *b*, and *c*, fair.
16. Kilgarvan, m.	May 14,	76	72	Trained master. II[1]. A paid monitor.	Slated house, generally in bad state of repair. School-room sufficiently large, and adequately furnished with desks and forms. The walls are so damp that the large maps have fallen to pieces; there was only one fit for use to-day. The proficiency in geography, dictation, and the advanced rules of arithmetic, was unsatisfactory; and there was a great want of intelligence among the classes. In the other branches the progress was not above the average. I think the teacher has not been duly diligent, and that he is rather indifferent to the interests of his school. *a*, good; *b*, fair; c, good.
17. Ditto, f.	May 14,	65	46	Untrained mistress. III[1].	A thatched cabin, containing two rooms, one of which is used as a sleeping apartment by the teacher, and one as a school-room and kitchen. I believe that the use of the house for school purposes was to be only temporary; however, school has been held in it since November, 1851. There were not quite two and a-half square feet for each child present to-day. The furniture consists of two desks with seats attached; but, through the *sole* exertions of the teacher, the school presents a clean and orderly appearance. In every department, save in writing, the pupils' answering and proficiency were most creditable. The teacher is a very painstaking and promising young woman, and has done good service in this wild district. The children are not only well taught, but have acquired habits of neatness and tidiness. *a*, good; *b*, fair; *c*, good.
18. Tulloha, m.	May 15,	30	33	Trained master. III[2].	Slated house, and in perfect repair. Its situation is very wild, and the population thin. School-room suitably furnished in every respect; four large maps. Among the pupils there was a want of intelligence, and their proficiency was, in every subject, low. I cannot believe that the teacher exerted himself to instruct his classes, even with moderate care. *a*, *b*, and *c*, good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Kerry—*con.*					
19. Tulloha, f.	May 15,	35	32	Untrained mistress. II².	House described under last head. School-room well furnished and kept. Pupils' answering most satisfactory, and their progress relatively greater than any I remember to have observed in any National School. This school has only been in operation sixteen months, and yet there are in it girls well prepared in the Fourth Book of Lessons, and in all the collateral subjects. The teacher was for three years a paid monitress in the Dunmanway Model School, and, like all who have been trained at that establishment, has proved an efficient teacher. *a*, good; *b*, fair; *c*, good.
Co. Cork.					
20. Inchiclough, mixed,	May 16,	79	45	Untrained master. III¹.	This school is only a temporary provision for the educational wants of the locality. It is held in a room over the coach-house in the manager's yard. The room is clean, airy, and well furnished; there is no black board, and only one large map. Although the teacher has worked hard, he has yet produced very little fruit. The pupils to-day answered generally very imperfectly. It must, however, be remarked that the school has been a very short time in connexion with the Board. I look forward to a rapid improvement. *a*, good; *b*, fair; *c*, good, but no time-table in the printed form yet suspended.
21. Minane, m.	May 28,	84	38	Untrained master. III².	Slated house in fair state of repair, but has a clay floor. There are sufficient desks and forms, but no black board. Teacher seems to have made an effort to render his school efficient, but has not succeeded. No fourth class. The progress of the pupils is unsatisfactory, and their answering and intelligence very poor. Discipline is wanting, and the whole tone of the school is low. Teacher does not set his pupils an example of personal cleanliness. *a*, fair; *b*, very bad; *c*, good.
22. Ditto, f.	May 28,	64	35	Untrained mistress. III².	School held on second floor of house just described. School-room rather well furnished and kept, but copies of the time-table, general lesson, and religious instruction tablet, were wanted; these were sent for, but had not arrived. No black board and only one large map. No fourth class. The proficiency of the pupils very low, but a good beginning has been made by the teacher, who has been only a few months in charge. The appearance of the pupils was neat and orderly. *a*, fair; *b*, very bad; *c*, fair.
23. Glenville, m.	May 29,	41	50	Trained master. I⁹.	Slated house, containing two school-rooms, with apartments for the teacher, which are badly planned. There is too much furniture in the school-room, and a want of space for the drafts. The answering of the senior classes was very good in most branches, but, from want of large maps, geography was not well known. The pupils in the second class read badly. The teacher is zealous and efficient, and the tone of the school very healthy. The manager endows it liberally. *a*, good; *b*, fair; *c*, good.
24. Ditto, f.	May 29,	35	39	Untrained teacher. III².	The school-room is approached through the teacher's apartment, which is inconvenient. Since I saw this school in November, 1854, a most marked improvement has taken place. It is, however, in a transition state, and not yet positively efficient. The teacher is painstaking, but her health is scarcely equal to the fatigue of active teaching. *a*, good; *b*, fair; *c*, good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Limerick.					
25. Tervoe, agricultural,	June 1,	71	67	Trained master. II¹.	An excellent house, and in repair. School-room well furnished, and premises suitable, but badly kept. Every thing about the establishment evidenced a want of system and of attention. The time table was unapplicable to the business of the school; tablets stuck up against the wall in the most careless manner; floor and desks covered with dust, and walls with cobwebs. Discipline bad, and personal cleanliness of pupils disregarded. With the exception of the answering of a few boys in the fourth class, the proficiency was very unsatisfactory. The classification of the pupils *is* radically wrong, so that the teacher is operating on a false basis: he is deficient in energy and method. There has been no class in agriculture since December last! *a*, indifferent; *b*, bad; *c*, bad.
26. Ditto, f.	June 1,	66	47	Trained mistress. II².	School held in a house at the lodge-gate of Tervoe demesne. The house, which is a slated one, requires some repairs. There is a brick floor, which produces dust. Besides the usual furniture there is a small gallery, which is a very doubtful acquisition. No black board. The answering of the classes was very poor, and the progress of the pupils compared with their ages very unsatisfactory. There were fourteen girls present over thirteen years of age, yet only three of them were well prepared in grammar, geography, arithmetic, and dictation; there was a marked want of intelligence. During portion of the year the attendance is too large to be managed by one teacher; this to some extent excuses the present mistress, but she does not appear to work with earnestness. The time-table was very badly drawn up, and pinned against the wall. The children were well clad, and of a better class than one usually meets in rural schools. *a*, bad; *b*, poor; *c*, fair.
27. Cratloe, m.	June 5,	44	35	Trained teacher. III¹.	An excellent house, in repair, and well kept, with a neat plot of ground in front, tastefully laid out; and a playground at the rere. Furniture sufficient, but desks wanted to be fastened. No black board. Pupils very well taught; but I found that the classes were not exercised on the *back* lessons; and that dictation was not *specially* taught. In all other respects I was pleased with the result of my inspection. The teacher appears a very deserving servant. *a*, fair; *b*, good; *c*, good.
28. Ditto, f.	June 5,	60	40	Untrained mistress. II². A paid monitress.	House and premises described under last head. School-room well kept. Teachers, clever and efficient. The school is one of the best I ever inspected; it is an excellent school. Of thirty-seven in the second, third, and fourth classes, thirty-four answered well. On every subject, save arithmetic, in which the answering was *fair*, the pupils acquitted themselves creditably. *a*, *b*, and *c*, very good. The manager is most active.
29. Killaloe, f.	June 12,	103	91	Trained teacher. I². An untrained assistant. III.	House formerly occupied as a dwelling house; but has undergone some alterations, and is pretty well adapted for school purposes. It consists of three rooms, two on the first, and one on the second floor. The last is occupied by the senior classes, and one of the others by the junior. The room not in use I have suggested should be made a bonnet room. A book press is required; and a black board. Time-table is not well arranged. *Prompting* in class is very prevalent. There were thirteen girls present in the fifth; and fourteen in the fourth class. Some answered well in grammar and arithmetic,

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Limerick—*continued.*					but all imperfectly in geography; and failed in dictation. The writing wanted care. The junior classes were badly prepared; they have been left entirely to the charge of the assistant teacher, who is very inefficient. The appearance and bearing of the girls, thirty-three of whom were above twelve years of age, were very pleasing. The principal teacher has only been a few months in this school; she is, I think, skilful and industrious. *a*, fair; *b*, fair; *c*, good. The assistant teacher has been since dismissed.
Co. Clare.					
30. Clonmoney m.	June 13,	59	51	Trained master. III[1].	A slated house, well built and circumstanced. The floor is of clay, and requires some repairs. Furniture good, but no black board nor book press. The only branches successfully taught are geography and writing. In arithmetic, five boys worked Practice readily; but only two could express numbers by figures to seven places. Very little progress has been made in dictation, while only one boy parsed well; and only two knew all the parts of speech. The meanings of words have not been explained. All the boys in the third class said that "royal forests," meant forests far away; and made other equally absurd answers. The teacher has a busy manner, but little method. He examined cleverly in geography. *a*, not correct; *b*, fair; *c*, good.
31. Ditto, f.	June 13,	61	50	Trained mistress. I[3].	School-room very commodious and well lighted. Furniture good; but a black board and a book press are required. In reading and grammar the senior classes answered fairly; but in writing, arithmetic, and dictation, their proficiency was unsatisfactory. I apprehend that the teacher's attention is much diverted from school business by her domestic affairs. There is certainly no sufficient excuse for the backward state of the school. The teacher is in first class, and the attendance of the scholars above the average in point of regularity. *a*, fair; *b*, deficient; *c*, good.
Co. Cork.					
32. Douglas, f.	June 15,	52	43	Untrained mistress. III[1].	A slated house, in an unfinished state. Furniture sufficient; but badly arranged. No black board. The answering of the pupils was very incorrect, and in all respects unsatisfactory. The discipline, too, was bad. Teacher appears earnest, and I believe she has laboured to render her school effective; but she has totally failed. She was badly educated herself to discharge the duties of a teacher. Her notions of school management are crude; and she is by no means ready in communicating knowledge. *a*, very good; *b*, good; *c*, good.
33. St. Patrick's, f.	June 22,	67	60	Trained mistress. I[2]. A paid monitress. A work-mistress.	A slated house, and, with the exception of a few broken panes, is in repair. School-room very commodious, and well furnished. The condition of the school is unsatisfactory; of sixty-seven present; only one girl was in the third class, and four in the fourth. The answering was bad on every subject, although the children were naturally intelligent. Three of the girls in fourth class parsed the following sentence. "When we think of the voracious appetites of insects." "We" an adverb, and nominative case to the verb "appetites;" "think" a noun, and so on. No girl in the sequel class could spell the words "coarse sugar"; nor could any girl in the school divide £19 7*s*. 6*d*. by eleven. I mention these instances as samples of the general answering. The noise and talkativeness of the children were insufferable. All these defects have been frequently noticed by the District Inspectors. There are three salaried teachers in this school! *a*, very good; *b*, poor; *c*, good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year, 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Cork—*con.*					
34. Clogheen, mixed,	June 25,	59	61	Untrained master. III[3].	A slated house, in fair state of repair, but badly lighted and ventilated. Furniture clumsy and ill adapted. Appearance of school room generally untidy. Only in arithmetic can I speak favourably of the classes' proficiency. There were three boys in the fourth class who answered fairly on other subjects, but they were very ignorant of the subject treated in the lesson books. The pupils were very disorderly, and conversed freely with one another. In almost all the schools in or near to Cork (this school is in the suburbs) that I have visited, I have found the children very troublesome. The teachers assert that if they check a child for disorderly conduct, he at once leaves for another school. It appears to me however, that want of method and firmness on the part of the teachers is the chief cause of these irregularities. The teacher of this school is laborious, but naturally unmethodical. *a*, fair; *b*, poor; *c*, not consistent with Board's rules: the violation arose from ignorance.
35. Corrigtoohill, mixed,	June 26,	79	81	Untrained teacher. III[3].	House rather unsuitable; but the school will shortly be transferred to a commodious and well-circumstanced building. The girls, too, will be placed in charge of a mistress. The present school-room is badly furnished and badly kept. The few boys present in the third and fourth classes (eight in all), were rather well prepared; but the girls of these classes, and all the other children, answered poorly. Teacher knows his business very well, but is not industrious nor energetic. *a*, careless; *b*, poor; *c*, very irregular.
36. Rathcoola, m.	July 2,	39	30	Untrained teacher, probationer.	Slated house; in bad state of repair. School-room and premises badly kept. Furniture in bad condition; presses rotten; no black board. Time-table badly constructed; and in all the ordinary branches the answering was unsatisfactory, while there was a total want of intelligence among the pupils. As a sample of the answering in geography, one boy said that Turkey was the capital of Hungary; and another, that Copenhagen was the capital of Turkey; not a pupil in the school could tell the capital of the latter country. There is a fourth class, but the teacher is unable to teach the Fourth Book He is only a probationer, although in the Board's service since 1841: he never should have been approved of by an Inspector. *a*, indifferent; *b*, bad; *c*, fair. N.B.—Teacher has been since dismissed.
37. Ditto, f.	July 2,	43	23	Untrained mistress, probationer.	School held in the second room of the house just described; desks and forms pretty good; presses broken and damp; no black board. Time-table badly drawn up, and tablet very dirty. The answering of the pupils was most discreditable. Of the forty-three present only seven could read fairly, three knew the parts of speech, and one could parse; only five could work a sum in subtraction. Not one girl could write a line even fairly. I do not remember to have examined a worse school, and it appears never to have been even middling. *a*, very bad; *b*, bad; *c*, fair. N.B.—Teacher has been since dismissed.
38. Wallstown, m.	July 3,	29	28	Trained master. II[2].	An excellent slated house of one story, and very well arranged. Furniture good; premises well kept. The pupils' answering was not intelligent, although it was evident that the master had exerted himself for their improvement. In no subject could I say that the proficiency was satisfactory. The children appeared naturally slow, and although the Manager is very active, he cannot stimulate the parents into a due appreciation of the benefits of education. *a*, good; *b*, fair; *c*, good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Cork—*con.*					
39. Wallstown, f.	July 3,	37	37	Untrained mistress. Probationer.	School-room well kept, and the appearance of the children neat and orderly. They have, however, made very little progress in any subject—their answering was imperfect and confused. The teacher has failed as an instructor. She is young and inexperienced and may improve. *a*, good; *b*, fair; *c*, good.
40. Glanworth, m.	July 4,	52	31	Trained master. II[1].	A slated house of one story and in good state of repair. Gates are much wanted to protect the premises from trespass. Furniture good; school-room well kept. The answering was in most respects good, particularly that of the fourth class. The teacher takes an interest in his school. There were present at mensuration, five; geometry, eight; lessons on reasoning five. In algebra and geometry the answering was fair. *a*, *b*, and *c*, very good.
41. Ditto, f.	July 4,	58	31	Trained mistress. III[2].	School-room unswept when I arrived, (five minutes to ten o'clock, A.M.,) and I observed other evidences of a want of cleanliness. Furniture good; time-table badly arranged; a defect pointed out by the District Inspector at his last visit. No fourth class. With the exception of the pupils' reading and knowledge of geography, which were good, I found nothing satisfactory to record. The teacher being competent is very culpable for the present state of her school. *a*, good; *b*, fair; *c*, good.
Co. Waterford.					
42. Ballyduff, No. 1, m.	July 5,	29	25	Trained master. II[2].	A slated house, badly built, and in an unfinished state; no ceiling, and the floor is of clay and out of repair. Walls covered with dust; school-room untidily kept; furniture fair. There was a fifth class, consisting of three, and a fourth class consisting of two, boys; these pupils were generally well prepared, but the answering of the junior classes was not at all satisfactory. They do not receive due attention from the teacher; I consequently declined to admit him, although a candidate for promotion, to the oral examination of male teachers. Prompting in class is very general. There are eight acres of land attached to this school-house, for which the master pays £1 per acre, and he has a residence and £10 per annum from Sir Richard Musgrave, so that he is much more liberally remunerated than most national teachers. *a*, good; *b*, fair; *c*, on one or two occasions the Board's rules have been violated.
43. Ditto, No. 1, f.	July 5,	29	22	Untrained mistress. III[2].	Held on second floor of house just described. School-room badly kept. I found two girls sweeping it under the direction of the teacher, who seemed to have observed my approach and tried to put her house in order, but too late. The general answering of the pupils was very poor. There was no evidence of successful teaching, or of skilful school management. No fourth class. *a*, good; *b*, fair; *c*, indifferent.
44. Glengarra, m.	July 6,	54	48	Trained master. I[2].	A very well circumstanced school, with an agricultural department in connexion, which is not, however, yet fully organized. The house and premises are very suitable, and are fairly kept. The school is handsomely endowed by the Duke of Devonshire, as are all the schools under His Grace's patronage. The pupils did not acquit themselves satisfactorily, though there were some evidences of careful teaching. Both of natural and acquired intelligence there was a great want. The teacher understands his duty very well; and I would not say from this day's inspection that he had not discharged it faithfully, but I was disappointed at the results. Music has been introduced with some success. *a*, *b*, and *c*, good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Waterford —*continued.*					
45. Glengarra, f.	July 6,	44	46	Trained mistress. I².	School-room well furnished and kept. No fourth class present. The answering was very indifferent on some subjects. Writing is badly taught. Only in reading, grammar, and arithmetic, has a fair amount of proficiency been attained. The pupils attend irregularly, and are naturally slow to learn. Irish is generally spoken, and the children's parents are very illiterate. I know that the teacher is thoroughly conversant with her business, and I believe her to be attentive. *a*, *b*, and *c*, good.
46. Whitechurch, m.	July 9,	39	42	Trained master. I³.	Slated house and in want of some repairs. Furniture pretty good; school-room rather well kept. The answering of all the classes was unsatisfactory, while in grammar it was positively bad. Writing alone is well taught. Owing to the prevalence of epidemic diseases, the pupils' attendance had latterly been very irregular. This to a very small extent excused the condition of the classes. The want of careful and successful teaching was patent. Prompting in class—a great barrier to progress, and some evidence of a badly disciplined school—was general. *a*, *b*, and *c*, very good.
47. Ditto, f.	July 9,	26	41	Trained mistress. II¹.	School-room was not in a cleanly state when I entered, but the appearance of the children was generally neat. In grammar, explanation, dictation, and arithmetic, the answering was very poor; on other subjects it was fair. I apprehend that the teacher has not latterly been commonly attentive; I believe that she is capable of conducting her school effectively, but she has not done so. *a*, *b*, and *c*, good.
48. Knockanore, m.	July 10,	38	28	Untrained master. II².	Slated house, and in fair state of repair, but the school-room being unceiled is disturbed from the noise of girls' school overhead. The teacher's apartments, very small in themselves, are inconveniently attached. Furniture fair. Pupils present were well prepared on most subjects. The teacher does not spare himself in his exertions for his scholars' advancement. *a*, good; *b*, fair; *c*, good.
49. Ditto, f.	July 10,	36	26	Untrained mistress. III².	School-room, which is held on the second floor, is low, without a fireplace, and badly ventilated; furniture insufficient; teacher's apartment too close, having a common staircase. The classes were rather well prepared generally, the exceptions being that writing is not well taught, and that the subjects treated in the lesson books do not appear to have been explained. *a*, register not neatly kept; *b*, fair; *c*, good.
Co. Cork.					
50. Kyle, mixed,	July 11,	23	26	Untrained master, probationer.	Slated house of one story; roof requires repairs; school-room fairly kept. The attendance was smaller than usual to-day, as many of the children were absent, receiving religious instruction in the neighbouring chapel. There is no fourth class in this school, and only one pupil of the third class was present. The average ages of the children did not exceed seven and a-half years. They were pretty well prepared, but the extent of the instruction given in this school is very limited. *a* and *b*, fair; *c*, good.
51. St. Peter & Paul's, No. 1, f.	July 12,	39	40	Trained mistress. III¹.	School held in the second story of a very indifferent house, in a narrow lane in the city of Cork. There is a preparatory school, and a very bad one, held on the first floor. From the confined situation and bad sewerage, the atmosphere was impure. Furniture good.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching power.	Remarks.
Co. Cork—*con.*					The attendance of the pupils is very irregular, and they are allowed to come and go at every hour they please. Some of the parents would withdraw their children should this privilege, which is destructive of school discipline, be withheld. It is allowed by the patron and patroness. There was no fourth class; nothing known of grammar, and very little of geography; spelling poor; but, with these exceptions, the answering of the pupils was pretty good. The teacher appears industrious. *a*, fair; *b*, sufficient; *c*, good.
52. Cove, No. 1, m.	July 13,	106	89	Trained master. I^3. Untrained assistant, a probationer.	A very large slated house, containing two school-rooms, each capable of accommodating about 350 children. This large area might be more advantageously disposed of by dividing the rooms into class-rooms Furniture sufficient, and in repair. The answering in grammar was not good, except in the case of the fourth class pupils, who were tolerably well prepared; but in other subjects the proficiency was very satisfactory. In arithmetic, seventy-two could work subtraction readily, and forty-three could write down numbers to seven places; thirty-three knew division of money, and fourteen practice; forty-one read the Second Book correctly, and twenty-seven the higher books with ease; thirteen wrote fairly, and eleven with ease and freedom. In dictation twenty acquitted themselves well. These results are very satisfactory. The principal teacher is efficient, and very intelligent. He has introduced drawing and music, with great success, even against the prejudices of the parents. There is one assistant, but the teaching power is not sufficient. Nothing but great industry and, indeed, over exertion have placed the school in its present state. *a*, good; *b*, fair; *c*, good.
53. Berrings, m.	July 24,	60	29	Untrained master. III^1.	A slated house, in good state of repair, and very suitable in every respect, save that there is only a wooden partition between the boys and girls' school-rooms. The junior classes answered badly in general. In reading, grammar, arithmetic, and writing. the fourth class pupils acquitted themselves fairly. There was not much intelligence among the classes. The teacher is painstaking, but only partially efficient. *a*, good; *b* and *c*, fair.
54. Ditto, f.	July 24,	67	33	Trained mistress. II^2.	The school-room looked untidy from the girls' cloaks and dresses having been thrown across the wooden partition, which partly separates the two rooms. The classes read well, and answered fairly in grammar. In geography the pupils' knowledge was confused; they were deficient in the meaning of words, and wrote very incorrectly from dictation, while the writing itself was very bad and careless. The teacher is quick and intelligent, and could, I think, be generally efficient were she to dispose of her time more judiciously. *a*, not neat; *b*, fair; *c*, good.
55. Gurteen O'Mahon, mixed,	July 25,	44	36	Untrained master. III^2.	Slated house and in repair, with the exception of the floor, which is of clay, and very damp. Furniture in a bad state of repair. The teacher has done all in his power to make the school-room appear neat and orderly. Spelling, reading, and grammar have been rather well taught, and in dictation fair progress has been made; but the writing of the junior classes was careless, and in geography the answering was bad. The teacher is intelligent, and, I think, industrious. *a*, excellent; *b*, fair; *c*, good.
56. Ballinspittle, m.	July 26,	88	38	Trained master II^2.	House and furniture generally in a very bad state of repair, and justify the withdrawal of Board's grant. Time-table badly constructed. The teacher complains of having received no local encouragement, but his

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching Power.	Remarks.
Co. Cork—*con.*					attention appears to me to be distracted from his duties as a schoolmaster by, at least, one of the two situations which he holds. He is clerk of the petty sessions, postmaster, and National Teacher—a pluralist without much advantage, as the proceeds of the three situations do not average £35 per annum. The duties of the first and third situations are incompatible. The great want of books and paper excuse the teacher to some extent for the pupils' indifferent answering in grammar and geography. The principles of the rules in arithmetic have not been explained. In spelling, reading, explanation, and dictation, an average proficiency has been attained. *a*, accounts contain many omissions; *b*, very bad; *c*, fair.
57. Ballinspittle, f.	July 26,	37	24	Untrained mistress. III².	Walls and roof in a state of dilapidation; no lock to the school-room door; furniture and flooring very bad. Every thing connected with the school is discouraging. From want of books, requisites, and local support, the school has made no progress. There is an opposition school in the village, conducted by the late teacher of this school, who was dismissed for incompetency, but is supported still by many persons in the locality. *a*, fair; *b*, very deficient; *c*, fair
58. Knockavilla, m.	July 27.	64	47	Trained master. II².	A very good one-storied house, slated, and in repair; furniture good. There is a great want of tablet lessons and maps, so that the walls looked naked and unschool-like. No black board. The boys present were rather more advanced in years than are generally found in National Schools, but their proficiency was not satisfactory; however, they attend very irregularly. In some months the daily attendance averages seventy-six, and in others only eighteen. The senior classes were fairly prepared in a few branches; the junior badly in all. Time-table badly constructed, and stuck up against the wall without a board. Teacher slovenly in his appearance, and indifferent to externals. *a*, good; *b*, deficient; *c*, rules badly observed.
59. Ditto, f.	July 27,	54	43	Untrained mistress, probationer.	Room pretty well kept; furniture in repair, but badly constructed. No black board; no fourth class. In no respect can I report favourably of the pupils' proficiency; but it must be expected, as the attendance has been most fluctuating, and more than half of the number present had been six months absent from school previous to this week. At some periods of the year one teacher is insufficient in this school, but I believe the present teacher has been inattentive. *a*, fair; *b*, deficient; *c*, not strictly observed.
60. Haulbowline, mixed,	July 31,	38	42	Trained master. III¹. A work-mistress.	Slated house, in good state of repair, but the floor is of brick, and very dusty; the furniture is good. There never was a black board in this school, which was established for the education of the children of the soldiers, sailors, and mechanics residing on the island. I found only three large maps in the school-room; these, and the clock, were purchased at the teacher's expense, which does not say much for the liberality of the management. The school is under the joint patronage of the Naval and Ordnance Departments. The attendance of the pupils is very steady, amounting to seventy-six per cent. daily of those on the rolls. The answering in grammar, dictation, and explanation was very poor. The teacher is earnest and methodical, but his attainments are limited, and his mode of teaching mechanical. The children present did not on the average much exceed eight years of age, but the pupils attend at a very early age—about five and a-half years. *a*, good; *b*, fair; *c*, not strict.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching Power.	Remarks.
Co. Limerick.					
61. Bridgetown, m.	Aug. 13,	51	41	Trained master. II².	A slated house, erected at sole expense of the locality, and built of bad materials, but is at present in a good state of repair; ventilation imperfect, and premises indifferently kept. No black board. The time-table is only adapted to one division of the year. There were only three boys in the fourth class, and four in the third. In grammar the classes were very badly prepared, and possessed only a routine knowledge of geography; very little was known of the meaning of words and subjects of the lesson books. The fourth class boys had learned the rules for spelling, but applied them erroneously;—altogether, there was a great lack of intelligence, and no evidence of intellectual teaching. The master is reputed to be, and seems painstaking. There is a small farm in connexion, where the senior boys receive instruction in agriculture. *a*, fair; *b*, good; *c*, fair.
62. Ditto, f.	Aug. 13,	42	30	Untrained mistress. III¹.	School-room badly ventilated; no book press; no black board. For the last six months the teacher has been very ill, and was in attendance to-day for the first time. The school must have retrograded under her substitute, as the answering was very poor, while it appeared, from the observations of the last district inspector, that the classes were rather well prepared. The teacher is a well mannered, matronly person. *a*, fair; *b*, fair; *c*, good.
63. Inch St. Lawrence, mixed.	Aug. 14,	117	82	Trained master III².	A very bad house, and in a very bad state of repair; furniture bad, and quite insufficient. The room would not afford school accommodation to more than half the number in attendance. There were 117 children present to-day, all in charge of one teacher, who is without the aid of intelligent monitors. Although zealous, his labours have, necessarily, borne little fruit. Except in grammar, the third and fourth classes were fairly prepared, but the junior classes, constituting two-thirds of the whole school, were very imperfectly acquainted with their business. Still the parents will send their children to this over-crowded school, as they have no confidence in the neighbouring National School, and in this feeling they are right. *a*, excellent; *b*, fair; *c*, good.
64. Caherconlish, mixed,	Aug. 14,	27	32	Untrained mistress. III².	School held in the apartments of a dwelling-house in the village; and the premises very ill adapted for school purposes. The attendance is small, and consists chiefly of young children. No fourth class, and only three girls present in the third; and three in the Second Book. I have seldom inspected a worse school, or observed less evidence of any thing like teaching. As seven-eighths of the average attendance were present, I may conclude that the school is at all times inefficient; indeed the teacher's manner, and the observations of the District Inspectors, leave no doubt on this point. Better to have no school than such a school. *a*, *b*, and *c*, bad. N.B. Teacher reduced in classification to a probationer.
Co. Tipperary.					
65. Newport, m.	Aug. 18,	99	122	Trained master. II². Two assistants, untrained. III², and probationer.	A suitable two-storied house, conveniently and picturesquely situated near the village. The school-room affords accommodation for upwards of 200 children. It is badly kept, and the principal teacher is himself untidy. The answering was generally very good; but the proportion of pupils in the advanced classes small. Of the ninety-nine present, there were but eight in the senior classes.

General Remarks on 72 National Schools inspected by Dr. Newell during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching Power.	Remarks.
Co. Tipperary—*continued.*					But as the satisfactory condition of this school dates from a very recent period, one may hope that the number in the senior classes will increase. *a*, fair; *b*, good; *c*, very bad.
Co. Limerick.					
66. Castle Connell, m.	Aug. 21,	64	56	Trained master. I^1. Paid monitor,	Thatched house, very old, and formerly used as a dwelling-house; flooring and furniture bad; school-room well kept. The teacher is industrious, and desirous of rendering his school efficient; but he has been only three months in charge of it. Before his time, it appears from the district inspector's remarks, the classification of the pupils was too high. The answering to-day was steady, and evidenced careful teaching. There is promise of a new and a better order of things. *a*, well kept; *b*, fair; *c*, very good.
67. Ditto, f.	Aug. 21,	32	29	Untrained mistress. III^4.	School held on ground-floor; apartment small and inconvenient, owing to the teacher's residence being in the next room. Furniture bad. Except in reading, the pupils were badly prepared; in no other subject had any progress been made. The teacher instructs and examines in a rigidly routine manner. There has been no attempt to cultivate the pupils' intelligence. *a*, slovenly kept; *b*, poor; *c*, good.
Co. Cork.					
68. Ballingeary, m.	Sept. 20,	27	36	Trained master. II^2.	A slated house, and in repair. The school-room is occasionally flooded by the water from the neighbouring stream. Furniture requires some repairs; school-room is not well kept. As the school had only re-assembled on last Monday after the harvest vacation, many of the advanced boys, who were still employed at home, had not returned. The answering was poor on most subjects, and there was clear evidence of want of diligence and industry on the teacher's part. The remarks of several visitors—tourists to the wild scenery in the neighbourhood—are favourable to the school, so that its present condition may be exceptional. *a*, good; *b*, fair; *c*, good.
69. Ditto, f.	Sept. 20,	39	39	Trained mistress. II^2.	A slated house, in pretty good repair, but the furniture is bad. School-room unswept and untidily kept. The answering of the pupils was generally satisfactory, and, in some cases, excellent. The pupils displayed much intelligence and natural quickness. The teacher has certainly taught them with success; and I regret that the condition of the school-room, and of the school accounts, compels me to qualify my approbation of her general management of the establishment. *a*, careless; *b*, fair; *c*, middling.
70. Clonakilty, f.	Sept. 21,	145	119	Untrained mistress. II^1. Trained assistant. III^2. A paid monitress. Two work-mistresses.	An excellent house and well arranged. Grounds tastefully laid out and kept neatly. The teacher's apartments are attached, and are perfect models of neatness and economy. There are two large school-rooms affording accommodation for 300 children. The lower room is used exclusively for industrial purposes. The needlework executed here has obtained the first prizes at several public exhibitions, and is sent to all parts of Europe. The answering of the classes was fully as good, so far as it went, as any that I have heard in the best District Model Schools. In all the ordinary branches of English a sound education is imparted, at least as far as can be had in an elementary school. Much praise is due to the lady, Miss Donovan, who has devoted her fortune and her energies to the establishment and superintendence of this admirable and eminently useful school. *a*, good; *b* and *c*, very good.

GENERAL REMARKS on 72 NATIONAL SCHOOLS inspected by Dr. NEWELL during the year 1855.

School and County.	Date of Inspection.	No. present.	Average daily attendance for 12 months.	Teaching Power.	REMARKS.
Co. CORK—*con.*					
71. Kilmoney, m.	Oct. 19,	56	46	Untrained master. II[1].	House in fair state of repair, but badly situated; furniture insufficient; no fourth class; answering of the pupils in all branches very poor; no intelligence, nor evidence of the most common-place attention to instruction in the ordinary branches. The teacher seems content with his classification, as if it were any proof of his usefulness. *a*, latterly good; *b*, poor; *c*, good. N.B.—Teacher since reduced in his classification.
72. Kilmoney, f.	Oct. 19,	31	31	Trained mistress. I[3].	School-room well kept. The introduction of crochet work to a large extent, early in the year 1854, completely ruined its literary status. This class of needle work is by no means remunerative, and a knowledge of it, generally speaking, is of little use to females in after-life. This school has retrograded in every respect, and although there are two teachers, one of whom bore a high character for efficiency, the pupils' answering to-day was most unsatisfactory. The attendance no longer entitles a second teacher to salary. *a*, good; *b*, fair; *c*, good. N.B.—Since my inspection the principal teacher was depressed and the assistant removed.

No. 3.—GENERAL REPORT of PATRICK JOSEPH KEENAN, Esq., Head Inspector, upon Schools inspected and Teachers examined during the year 1855.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

Belfast, 1856.

GENTLEMEN,

I have the honour of presenting to the Commissioners of National Education this General Report, for the year 1855, of the operation of the National System in the Ten School Districts which compose my circuit, embracing the whole of the counties of Antrim, Londonderry, and Donegal, and parts of Down, Armagh, Tyrone, Fermanagh, King's, Longford, Meath, and Westmeath.

I commenced the discharge of my duties as Head Inspector on the 1st of January, 1855, and was engaged during the year chiefly as follows:—

1. Conference with my colleagues.
2. Organization of the Inspection Department of the office.
3. Inspection of Schools.
4. Superintendence of District Model Schools.
5. Examination of Teachers.
6. Holding investigations.

Number of Schools Inspected.—Other important duties so occupied me, that I was able to report upon forty-four schools only, situated in the counties of Antrim, Londonderry, Donegal, Down, Armagh, and King's. One of those schools was permanently closed; in another there was no attendance on the day of my visit; and in the forty-two remaining there was an aggregate attendance of 2,533 pupils, or an average of 60·3 to each school.

Number of Schools visited incidentally.—Whilst travelling from place to

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

place, I was able to make incidental visits to upwards of 150 schools, and, in my official intercourse with the District Inspectors and others, I had frequent opportunities afforded me of becoming intimately acquainted with the exact state of education in most parts of my circuit.

School-houses.—The schools upon which I forwarded reports to the Commissioners are held in houses that may be classed as follows :—

1.	Neat; in good repair; commodious; cheery looking,	43·2 per cent.
2.	Second-rate do., do.,	22·7 ,,
3.	School-house suitable, but in shocking repair, . .	2·3 ,,
4.	Earthen floor; house otherwise suitable, . . .	4·5 ,,
5.	Unsuitable on account of objectionable position, .	4·5 ,,
6.	Held in part of a private house, and unsuitable, .	9· ,,
7.	Dirty looking; ground floor; damp; bad repair, .	6·9 ,,
8.	Common cabins, and wholly unsuitable, . . .	6·9 ,,

A person travelling along the main roads of the North of Ireland is seldom favourably impressed with the aspect of the school buildings which he chances to meet with. They are usually very plain, devoid of all architectural pretension, built of stone and mortar in the roughest way, and, in some instances, thatched. One cannot look upon them as they ought to be looked upon, as *signs* of a great permanent institution of the country, as churches, court-houses, hospitals, barracks, &c., are respectively viewed; and yet, in other lands, the fundamental laws upon education require that the school building shall bear an architectural appearance commensurate with its objects; and whilst it may, at times, approach the beauty and elegance of the church, it must always be far superior in style to structures that are raised for penal or protective purposes. In most parts of southern Germany and in Switzerland the schools are generally the finest buildings after the churches; and in Saxony one of the regulations of the National Chambers declares—"If there is any building which deserves the careful consideration of the architect, it is that which is intended for the village school." In Austria the government exercises its control with great stringency to ensure reasonable elegance in the school-houses. The people of France were so sensible of the importance of neatness and design in their school buildings, that they expended, between the years 1833 and 1843, no less than £2,000,000 in the erection of schools; and in England, between 1839 and 1854, the sum expended by the Government in building, enlarging, repairing, and furnishing elementary and normal schools amounted to £650,849 11*s.* 1½*d.* The schools built in continental countries, and in England, can generally boast of some architectural excellence; but of the 1,100 vested school-houses, built partly by aid from the Commissioners, there are few that can take rank higher than second or third rate tradesmen's cottages. Some of our non-vested schools are most wretched cabins (see Appendix, notes and general remarks, Tierlynn and Leckonnell, no longer National Schools, and Drumbrick); however, like the vested schools, they are usually commodious and tolerably convenient, although, as a rule, deficient in shapeliness or design. Rule 13, section 2, part 3, of the Commissioners' Regulations, although not discountenancing moderate ornament, does not favour it; for it simply says—"The Commissioners do not contribute to the ornamenting of school-houses, but merely to such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants." With this rule before them, Managers have, I fear, regarded it as a merit to make their schools as commodious and, at the same time, as plain looking as possible; and this is done in a country in which immense pains are *properly* taken to decorate rail-

way termini, banks, colleges, &c., and to beautify police barracks and poorhouses. It ought not to be forgotten, that form, magnitude, symmetry, and colour have their influences on the minds of children as well as upon the minds of adults, and that the house in which children sit out five hours upon every school day, at an age when the power of observation is keenest, is most likely to be ever afterwards through life to *them* a standard of architectural coaptation. The poor peasant cannot be condemned for clinging to his mud cabin, if the State imparts knowledge to his child in a house that, being perhaps better roofed and better walled, is nevertheless, in point of comeliness or design, very little superior to the cabin at home. Our schools are erected for no fleeting purpose. They surely ought to have equal claim with the police barrack and bridewell upon the architect's care, and instead of being the hap-hazard edifices which they are, too often in no way favourable to the preservation of health or the cultivation of taste and manners, they ought to be patterns of neatness and suitability to the country, and creditable evidences of the nation's interest in the education of the people. In parts of Donegal a house can be put together for thirty shillings, and it is unfortunately in houses of this class that many of our schools are held.

Accommodation.—Allowing six square feet to each child, there would be sufficient accommodation for the average number in attendance in each of the schools upon which I reported. An area of six square feet is not, however, sufficient, except where galleries and class rooms are provided. I think that eight square feet is the proper allowance for each child in average attendance; and, calculating at this rate, there would be 13·6 per cent. of the schools which I inspected that would show an insufficient area for the number in attendance. But the number of square feet that should be allowed to each pupil cannot be universally fixed; for it must depend upon the arrangement of the furniture, the position of the classes, the system of organization adopted, and the form of the room. By the regulations of the "National Society" in England, "the minimum allowance is six square feet to each child, of the gross total number on the register," and the Commissioners are at present, I understand, awarding their building grants in this country upon the same principle. I look, however, upon this as an error in the other way; for allowing six square feet to each child upon *rolls* is extending the allowance to between eleven and twelve square feet for each child in average attendance, which would give a school-room a very tenantless and cheerless aspect. A large school-room with a small attendance in it is any thing but conducive to hard or effective work, or to the comfort or convenience of teacher or pupils, and the Committee of Council of Education in England declares that "unless three-fourths of the accommodation provided be permanently occupied by scholars, the school does not justify its foundation."

Ventilation.—In 13·8 per cent. of the schools I found the means of securing ventilation bad—so bad, indeed, that but for the door and the chimney there would be no ventilation at all; and in 6·9 per cent. of the schools I found that the teachers entirely neglected to attend to the means of ventilation at their command. I must, however, say, that although the number of the negligent appears so small, there is yet a great deal of remissness on the part of most teachers in respect to ventilation, for I have seldom entered a school in which the atmosphere could not have been much purer if proper attention had been paid. No matter what the intelligence of the teacher, no matter what his acquaintance with the phenomena of life, or his solicitude for the preservation of his health, strange to say, he allows his windows to remain

P. J. Keenan, Esq.

closed, and labours on unconcernedly, whilst every new respiration is adding more deadly poison to the air which he breathes. It is the headache, or the languor, or the dizziness of the eyes, or the total debility towards the end of the day, that first reminds him of his neglect. The action of the lungs being involuntary, people are not led to reflect upon the purity or impurity of every breath of air they inhale; but as teachers incur the obligation of watching after the health of their pupils, it becomes a part of their routine duty to see to the effectual ventilation of the rooms in which they discharge the important obligation. One of the great advantages of a play-ground is, that it affords an opportunity for the thorough ventilation of the school-room whilst the children are at play. Very few of our schools are provided with play-grounds; but in nine-tenths of the rural schools the children might be safely turned out on the road side in the middle of the day, and be refreshed whilst the school-room is undergoing the necessary ventilation. This is a question which primarily affects the teacher's own health and life, and if it were possible to secure attention to it without making a *rule* on the matter it would be desirable; but I think it will become necessary to *require* that the teachers look to the ventilation of their rooms—1st, immediately after entering school in the morning; 2nd, at the time of roll-call; and 3rd, an hour or so before school breaks up. If our schools were properly constructed, and the ventilation duly attended to, each child would have a supply of 120 cubic feet of pure and fresh air, and this number is regarded now-a-days, by competent writers, as the *minimum* supply, short of which health and intellectual vigour become endangered.

Out-Offices.—No less than 36·3 per cent. of the schools were unprovided with out-offices. The Commissioners are, I believe, taking active steps to induce managers to make suitable provision in this respect; and in doing so they are contributing in no insignificant way to the health, comfort, and morals of the children attending National Schools.

Class-rooms and Galleries.—I found 4·5 per cent. of the schools provided with galleries and class-rooms; 2·3 per cent. with a gallery only; and 2·3 per cent. also, with a class-room only; the remainder 91·9 per cent. had neither gallery nor class-room. A number of children upon a gallery is much more manageable and much more subject to control and persuasiveness and instruction, than the same number arranged in the best possible manner on the floor or in the desks of the ordinary school-room; but I regret to state, that notwithstanding this, and other disciplinal and educational advantages which attend arrangements of this kind, gallery or class-room teaching is not yet popular in Ireland. Even in some of our District Model Schools, the Lancasterian plan prevails to such a degree, that there is generally but one class-room for the three schools—male, female, and infant. At the Ballymena Model Schools the Pupil Teachers' dining-room is the only room available for the drawing classes, and even at the Central Model Schools, Dublin, the deficient accommodation in class-rooms and galleries has long been sorely felt. There is a limit to the capacity of a teacher as regards the number he can instruct; the number varies according to the system of organization adopted in the school, but it is always *highest* when the teacher has a class-room or gallery at his service. Method and the gallery are to the teacher what steam and machinery are to the cotton spinner: method is power, and the gallery is the instrument by which this power can be most economically and effectively employed. If the tri-partite arrangement which is making such way in England be pursued in this country, galleries and class-rooms will be indispensable;

but no matter what the arrangement, I hope that the development of our system will make Managers sensible of the utility of such important aids to school teaching.

Schools adequately furnished.—On the whole, I can report favourably of the furniture of the National Schools. The desks are generally well made, firmly fixed, of the proper height, and judiciously arranged. In most of the schools which I inspected there are a rostrum, or table for the teacher, and a clock. The general arrangement of the furniture is almost universally upon the Lancasterian plan; the desks are placed parallel and close to each other, and the vacant space for drafts is next the walls. In two schools only did I find any other arrangement of the desks.

Space for drafts.—The space for the drafts is usually sufficient, but in very few instances indeed are the stations of the drafts traced by lines of any sort upon the floor. This is a defect which I find to be always subversive of order, and to be a serious detriment to the efficiency of a school. When a teacher has no lines marked upon the floor, to denote the position or shape of his classes, he often spends more time shoving, and balancing, and fixing, and coaxing, and frightening, his pupils into an orderly attitude, than he spends in actual instruction; and in the end he fails to secure order. Even well-drilled soldiers would find it difficult to fall into a semicircular line at the word of command. A few pence worth of black paint or brass nails, to trace the outlines of the drafts upon the floor, would remedy all this.

The Black board.—I found twenty-five per cent. of the schools without black boards, and these were the worst schools that I inspected. In such schools an appeal to the *reason* of the pupils is seldom heard, and demonstration of any kind is unknown. By the use of the black board demonstration is made to supply the place of rote work, and exercises of judgment are made to supersede those of mere memory. A skilful teacher finds plenty of use for the black board in almost every lesson which he gives. If the subject of the lesson be *reading*, the pauses, rhetorical marks, and symbols of the inflections of the voice are illustrated; if *writing*, the shapes and elements of the letters are shown; if *arithmetic*, processes are exhibited, and rules are accounted for; if *grammar*, sentences are analyzed and syntactical expositions are given; if *geography*, outlines of countries, courses of rivers, tides, eclipses, planetary motion, &c. are represented; if *orthography*, words of similar sound or spelling, rules, &c., are shown columnarly; and if *drawing*, or *mathematics*, or *natural philosophy*, or *natural history*, then the diagram brings us to, perhaps, the first and greatest of all the ends it serves. Where the black board is thus freely used, education is sure to flourish; but so far as I have seen, there is nothing new, or fresh, or active in the management of a school which fails to recognise its usefulness. I would suggest to the Commissioners that no school should be inscribed upon their roll until at least *one* black board be provided for it.

Maps, Charts, Apparatus.—Some years ago a map was an unknown object in an ordinary elementary school—now it is one of the first requisites which a teacher or Manager thinks of purchasing. The following table shows how the schools I inspected are provided with maps:—

2·3	per cent. of the Schools	had no large map.	
16·2	,,	had 1	large map each.
11·7	,,	had 2	,,
18·6	,,	had 3	,,
18·6	,,	had 4	,,
7·	,,	had 5	,,

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

7·	per cent of the Schools had	6	large maps	each.
4·6	,,	had 8	,,	
2·3	,,	had 9	,,	
11·7	,,	had 11	,,	

This gives an average of 4·1 large maps to each school.

The materials at the disposal of the teachers for the illustration of lessons by objects, apparatus, &c., were on the whole rather scanty. Seven per cent. of the schools were provided with arithmeticons; 9·2 per cent. with terrestrial globes ; 4·6 per cent. with terrestrial and celestial globes ; 2·3 per cent. with drawing materials and models ; and 7 per cent. with geological specimens, models of steam engines, galvanic batteries, magic lanterns, mariners' compasses, or working models of the mechanical powers. School apparatus is very difficult to procure, and I know of one house only in Ireland where any thing beyond the simplest chart is to be had. Every little town in Germany has its depository of school books and school apparatus, and upon half holidays and leisure days, the teachers assemble at those depositories for the purpose of inspecting new appliances, improved models, charts, books, &c. In London there are a good many places in which such things can be had ; but I apprehend that until the Commissioners of National Education take up the manufacture of school apparatus, as they have already done the compilation of books, there will remain, what to a great extent at present prevails, a *demand* for models, charts, &c., but no means of supply. In the year of the Great Exhibition, a London publisher announced his intention to publish a set of charts illustrative of our Lesson Books, and I have no doubt that, had he done so, his speculation would have been a very profitable one. Lessons on natural philosophy cannot be intelligently taught without the use of apparatus ; lessons on geology, without diagrams of sections of the earth, and specimens of the various rocks, &c. ; lessons on natural history, without charts ; lessons on chemical and mechanical phenomena, without suitable materials for illustration ; and, in short, I look upon the education which mere books or mere oral explanations afford as comparatively valueless, unless the eye, the ear, and all the senses be led in to assist in giving firmness, clearness, and satisfaction to the operations of judgment. As illustrative of the difficulty which children experience in endeavouring to comprehend even natural objects, without being able to refer to the objects themselves, or to pictures of them, I will mention a little anecdote related to me a few days ago by one of the most intelligent of our Inspectors. The Inspector was examining the Sequel Class of a National School in Arranmore Island, off the coast of Donegal, and meeting with the phrase "leaf of a tree," asked the boy who was reading (an intelligent child of ten years of age, who had never been out of his native island), "Have you ever seen the leaf of a tree ?" The boy hesitated for a while, and replied "No ; but I know the leaf of a book." There is neither tree nor bush in the island, hence the poor child's difficulty and simple answer.

I trust that the propriety of opening a depository for the sale of charts, apparatus, &c., to the National Schools may soon become a question for the consideration of the Board. Whilst pictorial literature spreads abroad in the world, and a penny can purchase a vivid representation in a respectable weekly journal of the last battle, the last fire, or the last shipwreck, the teacher of a National School is obliged to pay eighteen pence for a very poorly printed sheet of woodcuts illustrative of the signs of the Zodiac, or any other geographical subject, and in addition is obliged to travel far away from home at expense and trouble, before he can procure it.

In the Appendix (A) I give a list of articles that I found in a cabinet prepared by the Sisters of Mercy for their National School in Belfast. It will be seen that the list is very extensive, and that the price, taking every thing into account, is extremely moderate.

Wall decoration.—It has not, as yet, occurred to any school architect to utilize the surface of the walls and ceilings of our school-houses for the purposes of illustration. In the Appendix (B) will be found an interesting account of the use made of the walls and ceilings in the High School, Salem, United States of America. This is an important feature in school progress, which cannot, of course, be expected in all ordinary National Schools; but it strikes me, that wherever there is a man capable of painting a sign-board for a public house—and that there are many such men, might be argued from the universal existence of the sign-board in every quarter of the country—his services might be profitably employed in painting educational frescoes on the walls of the National Schools.

Organization—Time-table.—It is a teacher's duty to see that his pupils receive the greatest amount and the best order possible of instruction, in the limited time during which his school is assembled, and it is quite clear that a judicious distribution of time and a skilful organization have much influence upon the attainment of these important objects. By what is known as the *individual* system, each of thirty pupils could only receive an average of ten minutes' special instruction from the teacher per school day of five hours. In the olden time this inconsiderate course was pursued very generally, and even to this day the practice prevails in such private establishments as repudiate innovation of *any kind*, and cling to primitiveness as a perfection. It would appear very ludicrous if a clergyman proposed to exhort the members of his congregation, upon the Sundays, there being a common intelligence and capacity for instruction amongst them, one by one, or in groups or divisions; and equally ludicrous and aimless does it appear in a teacher to spend the time upon *one* he might spend with advantage upon *ten*, and thus diminish by a tenfold ratio the amount of instruction without adding to the quality which each receives. In elementary schools the *common intelligence* just referred to is represented by *classification*, and class teaching is therefore substituted for the old system of individual instruction. The distribution of business, the order of the lessons, and the simultaniety of operations, must be determined by the teacher, after considering the circumstances of the locality, the qualifications of the pupils, his own health, habits, and tastes, and the specialities that may characterize his school. As a principle, *every child, at every moment of the school day, ought to be actively employed.* A judicious teacher can accomplish this by arranging his time-table, so that occupation for the desks, as writing, slate arithmetic, drawing, dictation, composition, &c., may alternate with appropriate employment for the floor. The tri-partite system of organization is favourable to this principle—for it simply means the pursuance of *three* different courses of employment at the same time—one on the floor, another in the desks, and the third in the gallery or class-room. The Rev. Canon Mosely in his original account of this excellent system of organization,* includes "committing to memory," or, as it is called in this country, "*preparing lessons*," amongst the "silent occupations" for the desks: but after the most careful consideration, during a long experience of school management and school inspection, I have come to the conclusion that this "committing to memory" or "preparing lessons" during school hours, is the most pernicious and nugatory employment to which

*Minutes, 1845, Vol. 1, p. 251.

children can be put: and I regret to find that the practice is very general in the schools of the North. Home is the place for the preparation of lessons. To afford children opportunities in the school-room to prepare their lessons, is no encouragement to them to become students at *home*; and its natural effect is to make the interval between the school hours of to-day and the school hours of to-morrow, an idle, thoughtless, destructive hiatus of daily occurrence in their education. It has other bad effects also, for I have rarely seen children "preparing lessons" in a school-room, who were not *gazing* at the book rather than *reading* it, and who did not rise from the counterfeit afflicted with drowsiness, listlessness, and sluggishness. When teachers are asked why they resort to this baneful expedient, they reply by declaring their inability to invent employment for those classes that are not immediately under tuition; but I cannot but regard this as an exhibition of professional weakness, if not of utter incapacity, on the part of those that state so. Joseph Lancaster* says—

"Nothing conduces so much to good order, or so effectually prevents the natural vivacity of children from becoming troublesome in school, as the active employment of every boy in it."

The next important point to be observed in drawing up a time-table, is to secure a harmonious sequence in the lessons, by making kindred subjects succeed one another, and by avoiding *strong* contrasts of any kind as much as possible. The trivium of the ancients (grammar, rhetoric, and logic), and the quadrivium (arithmetic, geometry, astronomy, and music), respectively illustrate the homogeneousness and coalescence I refer to. An analogous grouping of subjects might be readily resorted to in the arrangements of a National School. I have met with time-tables in which it was announced that subjects the most dissimilar followed one another, as spelling, arithmetic, grammar, writing, reading, mensuration, geography, &c.; and these time-tables, whilst thus completely regardless of *design* in the arrangements of the *subjects*, would sometimes exhibit an ingenious partition of the hours of the day, as if the distribution of time expressed their whole object and use. The arrangement of the subjects and the division of the time ought, therefore, to be a matter of great care to teachers: there should be no gaps, nor breaks, nor displacements; the work of each hour ought to be a gradual development of the great work of the day; and the work of the day, instead of being like an inflexible beam, with the business of the morning and the evening at its extremes, as distant as possible, should be like a rod that bends and becomes a circle, in which beginnings and endings cease to exist, and the parts form a united and harmonious whole. I dwell upon this important point in school organization because I was very much disappointed with the time-tables I found in most of the schools which I inspected. Only 34·8 per cent. of those schools had time-tables judiciously constructed; in 13·9 per cent. the time-tables were "tolerably fair;" in 32·6 per cent. they were most injudiciously constructed; in 11·8 per cent. the arrangements, as denoted on the time-tables, were not specific enough; in 2·3 per cent. the time-table was good, but not attended to; and in 4·6 per cent. there were no time-tables at all. Many teachers, I find, adopt the time-table of some successful first-class teacher in their neighbourhood, or one of those published in the Commissioners' Reports as *models*, or one recommended for some particular school by an Inspector; and these time-tables are very often any thing but suitable to the cir-

* "Improvements in Education." Fourth Edition. London, 1806, page 169.

cumstances of the schools in which they are found. Published time-tables are given only as models—to be imitated as to general design but not as to detail; the attainments of the children, general scope of the school, and peculiarities of the locality must determine the latter. A merchant tailor exhibits a new-pattern coat, and his customers, although they buy coats of the design exhibited, buy them of different sizes, because some of them are tall, others short, others corpulent, &c. It would be absurd for all to buy coats of the exact size, &c., of the pattern and to try to wear them; and equally absurd is it in teachers to use the exact pattern time-table, instead of adapting it to the circumstances of their particular schools.

Classification.—The character of the classification of the pupils in the schools which I inspected I find was as follows:—

In	7·1 per cent.	of the Schools it was	"Very good."
In	31·	,, ,,	"Good."
In	33·4	,, ,,	"Pretty good."
In	19·	,, ,,	"Middling."
In	7·1	,, ,,	"Bad."
In	2·4	,, ,,	"Very bad."

The old system of private schools, which exacted a separate *fee* for each separate branch which the pupil might be learning, is still observed in very many National Schools; and it unfortunately so happened that the form of "time-table" which the Commissioners, until very recently, furnished to their schools, lent an apparent sanction to this system. In reference to the payments, the official time-table suggested:—

For	Reading,	Spelling,	and	Writing	on Slates,	per	Quarter,	. .
,,	do.,	do.,		do.,	Paper,	,,		. .
,,	do.,	do.,		do.,	with Arithmetic,	,,		. .
,,	Extra Branches,	.	.	.	.	.	,,	. .

Now, this evidently suggested a gradation of fees; and it appeared to show that reading, spelling, and writing on paper *might* be taught to some children, and that the same branches, with arithmetic as an additional one, might be taught to others, but at a different rate; in other words, that children *might* learn reading, writing, and spelling, without being *required* to learn arithmetic, inasmuch as an option was left upon the time-table as to payment for it and the extra branches. This system was wholly opposed to effective classification, for in schools in which it was pursued, it might be said that the *fees* were the main elements of classification and not the subjects which the pupils were learning. I have met with many teachers who classify on the *fee* principle. In one school I found a grown girl who was sent to school to learn to spell, and to do or *pay for* nothing else; and in another school I found a grown lad poring over a treatise upon navigation, and confining himself to this one study, although upon examination I found him to be utterly ignorant of arithmetic, and scarcely able to read. In such instances it is the *parent*, not the teacher, that determines upon the classification of the child, and we ought to be very slow to acknowledge any such controlling power on the part of the parent over the technical regulations of the school, particularly as the Census Returns of 1851 show us that between the ages of 26 and 45, the period of human life when parentage is most likely to be directing the education of children, there were no less than 244,758 males and 392,087 females who could neither read nor write, and in addition, 105,825 males and 192,860 females who could read only. The function of the parent is to select a school for his child; but once the child has been delivered over to the charge of the teacher, the parent's directing or controlling power ceases. I do not mean to deny the parent an *interest* in the regulations

of the school; but I do mean to deny him all power of *interference*. We never hear of a parent directing the professor of a university as to the portion of the college course which he desires his child to study, and a stronger reason holds for the parents of children attending elementary schools to abstain from all interference with the duties of the teachers, on account of their greater ignorance, and therefore greater inability to make a wise suggestion or to have any control at all in the technical part of education. There is a certain minimum course of secular knowledge which every child that enters an elementary school should be *compelled* to learn, over which, and all the school arrangements connected with which, the parent should have no control; and the *new* form of time-table furnished by the Board, and the programme of proficiency required from the children of the different classes, are constructed mainly on this principle. By the requirements of the programme of proficiency the pupils of each class *must* learn certain branches, no matter what the wish of the parents, and by the headings of the new time-table the fees are regulated by the *classes*. I observe, however, that many teachers still adhere to the old principle of charging for the separate subjects.

Books and Requisites.—In a letter which I addressed to the Board, in June, 1855, I suggested that, "no school can be regarded as well supplied with books and requisites, except one whose pupils are provided with the books of the respective classes, and where, in addition, there is a sufficient *sale stock* on hands to meet the current wants consequent on admission of new pupils, or change of classification." This sale stock is in most cases maintained by the teachers; but, in my opinion, it ought to be maintained out of a fund provided by the Patron or Committee of the school: for it is rather hard upon the teacher, whose pittance is too often, unfortunately, barely sufficient to enable him to live, to expect him to sink two or three pounds in books, on the sale of which he cannot, by the rules of the Board, demand or receive one farthing profit. My notes tell me that the requirements of the Board's rule, on this point, are not complied with. In fifty-eight per cent. of the schools, the supply was adequate; in ten per cent. the stock was inadequate, but a supply was ordered at the time of my inspection; in eighteen per cent. there was no sale stock, for want of funds; and in fourteen per cent. there was not stock enough to carry on the regular business of the school with effect. The Commissioners make a grant of Free Stock triennially to every National School, and some people fancy that this stock will suffice—as a stock for daily school use—for the three years. The Commissioners never intended it to answer any such purpose. Some Managers, labouring under a wrong impression, fancy that the Commissioners engage to maintain a supply of books for their schools, and take little trouble on the question. The free stock system is, in such cases, an absolute evil. Again, Managers have the power of selecting what books and requisites they choose, to the value of the grant, and they usually delegate this duty to the teachers, who, in very many instances, instead of providing books and requisites for the use of the poor children attending their schools, select clocks, maps, and the expensive books which they require whilst preparing for their examinations. In one school which I inspected, the grant was £2 5*s.* 6*d.*; and £1 8*s.* 4*d.* of this was spent in maps, the Treatise on Philosophy, a dictionary, and an algebra; and in the female department of the same school the grant was £1 17*s.* 6*d.*, of which no less than £1 11*s.* 6*d.* was spent on maps, tablets, and a clock.* No doubt the grant in each case

* See Seaman's Friend National Schools—Male and Female; Appendix; Notes and General Remarks.

was highly useful; but in neither case did it amount to a stock of books for daily use in the school by children who were unable to purchase books for themselves. The free stock system cannot, therefore, be regarded as supplying adequate materials for the effective working of a school, and it would be better if Managers and teachers were at once given to understand, that the Commissioners do not intend their free grants to be so regarded, or to supersede the ordinary means that should be employed to provide suitable books and requisites.

Order and Cleanliness.—In 83·3 per cent. of the schools, the arrangement of the furniture, location of movable articles, and general order of the school, were satisfactory, and in 16·7 per cent. unsatisfactory; in 71·4 per cent. of the schools, the cleanliness of the floor, walls, furniture, fireplaces, &c., was satisfactory, and in 28·6 per cent. unsatisfactory. The order of the children was satisfactory in 80·9 per cent., and unsatisfactory in 19·1 per cent. of the schools; whilst as to the neatness of dress and cleanliness of hands, faces, &c., of the children, 73·8 per cent. of the schools were satisfactory, and 26·2 per cent. unsatisfactory. I look upon these results as very gratifying. I know that for years, writers upon Ireland have regarded it as an axiom, that the habits of the people are unfavourable to cleanliness, that their cabins are depositories of filth and wretchedness, that their persons are neglected, and that it is their idiosyncrasy to wallow in the mire. To the latter part of this I do not at all assent. The returns I have just given show that in three-fourths of the schools which I inspected, the order and cleanliness of the children were satisfactory; and I should mention that I pronounced unfavourably of a school—that is, classed it as unsatisfactory—where any number of children, no matter how small, appeared to have contracted habits of personal neglect, through the remissness of the teacher. Separating all consideration of costume from the question, which must always bear unfavourably upon a poor country, and particularly so upon a poor country with a cold climate, I am satisfied that the children attending Irish National Schools are as tidy and clean as the children of the peasantry of any other country that I have ever visited. Indeed, the comparison is favourable to Ireland when it is made between Irish school-going children living in towns and the children of the same class in many parts of London, in the manufacturing towns of England and Scotland, and in many of the large continental cities. The same commendation cannot be extended to the parents or their homes. The homes are filthy and wretched; but this is the effect of poverty and misfortune, the result of a life wherein the struggle is to defeat starvation and to secure an existence. Poverty surrounds the Irish peasant with mud walls; places a cold roof above his head; covers his shoulders with a tattered garment; weakens or withers the ordinary sensibilities of his manhood; and blinds his eyes against the lessons of symmetry, and neatness, and order, which every object beyond his cabin door might naturally impress upon him. His child is, however, a creature of nature, not of society; in its innocence and playfulness it is free from the painful longings, and anxieties, and troubles of the father, and its instincts follow their natural bent. In the wildest places, and issuing from the most wretched cabins, I have frequently seen children as neat and comely as are anywhere to be found—pale, for a moment, no doubt, until exhilarated a little by the fresh air, but clean and fair, and often beautiful. I argue from this, that it is not the *nature* of the Irish peasant to be regardless of cleanliness: for if it were his nature, it would appear in him as a child, when neither sense nor prudence directs the disposition, and when *motive* is altogether absent. This being the case, all that is required, therefore,

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

is to nurture the natural disposition, to make it grow stronger with the growth of the child, and to take precautions against its decay. The operations of the National System, on the one hand, and the increasing prosperity of the country, on the other, will be powerful agents in preserving this trait in the national character of our youth, and in effecting so desirable a consummation as the spectacle of a peasantry, clean, neat, educated, and comfortable.

Discipline.—Discipline secures from the pupils subordination to the authority of their teachers, submission to the rules and regulations of the school, respect to superiors, the cultivation of decorum, punctuality in attendance, and devotion to study; and the best system of discipline is that which secures *most* of those advantages with the *least* amount of restraint, harshness, or chastisement. Discipline does not necessarily imply *correction*, and ought not to be confounded with it; for it is only when discipline *fails* that correction becomes necessary. The infliction of punishment is therefore no index of the system of discipline that prevails in a school; if it show any thing in relation to it, it is that the system of discipline pursued is bad or ineffective. In nine cases, however, out of every ten, punishment is resorted to as a *substitute* for discipline, rather than as a means of sustaining it. Discipline is, in reality, the *governing* element in education; and to understand the discipline that prevails in a school, the business of each class must be minutely entered into; the manners of the children, and their eagerness or apathy to learn must be watched; their movements from class to desk, and desk to class, must be observed; they must be seen enter school in the morning, and retire again in the evening; and the control and influence which teacher and school exercise over them must be estimated. I am glad to be able to report that the discipline observed in National Schools is, on the whole, satisfactory; and a great deal of this is to be attributed, in my mind, to the stand which the Commissioners have all along taken against *severe* corporal punishment. No instance of severity came under my notice in any of the schools which I visited.

School Accounts.—I have had very little reason to complain of the teachers on the score of their school accounts. They are, generally, accurately and neatly kept. In one instance only did I detect wilful falsification, and (See "Notes and General Remarks," Appendix E) in this case the teacher was a crazy old man of sixty years of age, who ought to have been superannuated long ago. Whilst stating my general satisfaction on this head, I must, however, add that I met with very few teachers who were at all sensible of the great scope, comprehensiveness, and historic advantages of the school records, particularly of the school register, a book that ought at a glance to tell the early career of every person that passed as a pupil through a National School; its age at entrance; the time spent in the study of the different subjects; the smartness, ability, and character of the child; the circumstances of its parents, and the influence which those circumstances may have had upon its attendance and upon its progress from class to class, and also upon its final destination when quitting school. I wish that our teachers would understand and appreciate the vast importance of this book. No Census returns could exhibit facts of the same great national interest. Enumerations of a people are good and useful in their way, but they have been hitherto so meagre in their scope that, except as a measure of national strength, they have been of little practical value to the student of social science. The enumeration of the children of Israel in the deserts of Sinai, recorded in the Book of Numbers; the numbering of his people by David, as told in the Book of Kings; the taking of the Roman census, as told by Livy; the various modern enumerations,

commencing with those of the Federal Constitution of the United States, and the Constituent Assembly of France; and the periodic enumerations that have taken place in different countries since, embraced no more, as far as we know, than the collecting of tables of the names, ages, numbers, and in some instances the condition of the people. The number who can read or write, or who are attending school, or who die of the various diseases, and a few other headings of this class, have been added in modern times; but I venture to say that no document of such wide and endless interest has ever been hitherto obtained by means of a Census, as that which could be afforded by a few tabulations and generalizations from an examination of the Registers of the 5,178* National Schools of the Board of Education. Such statistical and educational resources may be at present neglected; teachers should, however, suffer no discouragement from the circumstance, but should continue to store up the valuable treasure—for in years to come the labours of their successors, and the tedium of school-keeping, and the science of education, will be beneficially affected by an examination of those records, now being daily and patiently made, of the history of the pupils attending our National Schools. There is, in the mean time, an immediate gain to be derived from an examination of the Register of any individual school; and I trust that teachers will make the acquisition of this great gain an object of their care, and a full comprehension of the objects and advantages of the school records a subject of their earnest study.

In the Appendix (C) will be found the headings of the school records at present in use in the National Schools.

Ages.—Twenty-five per cent. of the children whom I examined were under 7 years of age; 41 per cent. were 7 and under 11; 24·9 per cent. were 11 and under 15; and 9·1 per cent. were 15 years of age, and above. The average age of the males was 8·5 years, and of the females, 8·6 years. This return shows that there are about as many children attending school who are under 7 years of age, as there are between the ages of 11 and 15. The great school age is between 7 and 11, and I believe that to these years, and these only, can the children of the Irish peasanty look with any thing like certainty for the opportunity of being educated. If *all* the children who are 5 and under 15 years of age were going to school, the number who are 7 and under 11 would, according to the Census Report of 1851, be 41·3 per cent.; and it is a remarkable coincidence that the proportion of children of those ages whom I found in *actual attendance* at schools should be almost the very same. In the one case it is 41 per cent., in the other 41·3 per cent. The same coincidence does not appear in relation to those who are under 7 or above 11, and I account for this by regarding those years rather as the exceptional than the customary periods of a school-going age in this country. Statisticians lay it down that the school-going age is between 5 and 15; for what reason I know not, inasmuch as the different civilized states adopt different limits, and in none of them, with which I am acquainted, are the limits of 5 and 15 the basis for their legislative enactments in reference to education. Most of the continental states adopt 6 and 14 as the limits; in Austria the laws affect the child's attendance from the end of the fifth to the end of the twelfth year, and in Sweden the legal school-going age is from the completion of the ninth to the end of the fourteenth year. If the school-going age were from 5 to 15, and that all children of those years were in attendance at schools, there would then be in Ireland 1 in every 3·5 inhabitants at school. I am not aware that any country in the world

* Twenty-first Report.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

can boast of such a degree of excellence. The most favourably conditioned place in this respect, with which I am acquainted, is the Canton of Berne, in Switzerland, where 1 in every 4·3 inhabitants was reported to have been in attendance at school. Next to Berne is the Canton of Thurgovie, where the number was 1 in 4·8; then the Canton of Vaud, and the Kingdom of Saxony, where the number was 1 in 5. In the Canton of St. Gall and Argovie the number was 1 in 5·5. There was one scholar for every six inhabitants in the Cantons of Neufchatel, Lucerne, Schaffhousen, and Geneva, and the same proportion prevailed in each of six of the departments of France, in Wirtemberg, in Prussia, and in Baden. The number was 1 in every 7 in Bavaria, Denmark, and Norway, and also in the Canton of Solothurn. In the Tyrol the number was 1 in 7·5; in Holland, 1 in 8; in Bohemia, 1 in 8·5; in Austria, 1 in 9; in France (generally) 1 in 10·5; and in Belgium, 1 in 10·7. These returns refer to dates varying from 1836 to 1846, and in some cases the proportions might be slightly altered since, but they may at all events be regarded as exhibiting the *highest* and the *best* phases of National Education on the continent of Europe. The average for all Switzerland is 1 in 5·7; and taking an average from this and the returns just given of the other states, it would appear that there is 1 scholar for every 7·4 inhabitants. Now, this is less than half of what would be the proportion for Ireland, if *all* whom the Census Commissioners include as coming under the "school-going age" were really in attendance at schools. It is hardly wise in a country like this, which refuses to make it obligatory upon parents to send their children to school for a certain number of years, to assume limits that are so wide apart as 5 and 15 for the school-going age, and then to discuss the state of education on returns that are based on these arbitrary, and unreasonable, and unrecognised limits; for such a course can only lead people to hope for results in the education of the people that are practically unattainable. According to the Census Report, no less than 75 per cent. of the children between 5 and 15, were not attending school in 1851; that is, that but one out of every four *children* of the school-going age, instead of one out of every four *inhabitants*, as is nearly the case in the Canton of Berne, was under instruction at the time of the enumeration. It is quite clear, however, that returns based upon the limits of 5 and 15, must be fallacious.

Census Returns of Children at School defective.—I regret, however, that we have at present in Ireland no reliable educational statistics beyond those published by the Commissioners of Education and the various educational societies of the country. The returns published by the Census Commissioners of 1851, are unfortunately very defective, for there were many concurrent reasons for considering the week ending 12th April as eminently objectionable for the collection of school statistics. It was an inclement period of the year, when younger children in remote places do not attend school at all; agricultural employment was drawing away the children who were able to assist in the labours of the field; but affecting the returns more seriously still, it was Passion week in the Catholic Church—a week that by thousands of Irish children is devoted to the religious duties of the season. I refer to this imperfection in the Census Returns for two reasons: first, because it is necessary to guard against accepting them as an authority upon the state of education in this country; and secondly, because I believe these returns exhibit the attendance at National Schools most disadvantageously to the National system. The number of schools which are returned as National in the Census Report (see Census Report, page xxiv) is 3,501. Not included in those are 259 Workhouse Schools, and

36 Gaol Schools that are given separately, and of these, according to the Report of the National Board for 1851, 128 Workhouse and 8 Gaol Schools were National. This would make a total of 3,637 National Schools accounted for in the Census Report; but the number of National Schools actually in operation in 1851 was 4,704, and how this discrepancy of 1,067 is to be accounted for, I really cannot see, unless that some of them were closed for Easter vacation,* or that the enumerators counted two schools held in the same building as one. The Census Commissioners argue that the tables which accompany their Report, "represent very nearly the average number of persons attending schools during the week referred to," because there is a coincidence between the number they found in attendance for any one day of the week ending the 12th April, 1851, and the average attendance for the *whole* of *the year* 1851, in the National Schools. Now, this is a comparison between things that are wholly incongruous and dissimilar. The fact is, the Census returns show the number who attended at all, even for one day, during the week ending the 12th of April, and not the average attendance for the six days that composed it; and the absence of the means of comparison is apparent in the fact, that although the average attendance of say ten, may be only five, or less even for a week, it may so happen that each of the ten may be present for one day or more. In this case the Census Commissioners would return ten for the week, and the Education Commissioners five, or whatever lesser number the average might be—hence, the want of means of comparison. In addition, the schools that were most unfavourably affected by the week selected for the enumeration, were the National Schools; for the attendance of the Catholic children, who for the reason already stated, were likely to have been absent in great numbers, is confined almost entirely to schools of this class. The Census Returns are, therefore, unfortunately, neither an indication of the general state of school attendance in 1851, nor a fair representation of the attendance of children at National Schools, as compared with the number of children of a school-going age in the country.

Irregularity of Attendance.—Teachers universally complain that they find it nearly impossible to induce their pupils to come in time in the morning, to attend from day to day regularly, or to remain for any sufficient time at school before quitting it altogether. The interruptions to a regular school attendance are caused in many ways; children at the different seasons being employed in herding, in field labour, and in domestic concerns, and unfortunately there may be added to these the interruptions caused by the illness, poverty, or indolence of the parents. I wish that there was a large bell on every National School, to ring for a quarter of an hour before school commences, and thus summon all within its hearing to prepare for the business of the day, and warn loiterers of the danger of being late. In many continental countries this is the custom, and I have been assured that in such countries loitering or coming late to school is a thing quite unknown. I would strongly suggest, that at least in such schools as are built by aid from the State—Model and other Vested Schools—there should always be erected a large bell; and if it were only to remind parents of their duties in respect to the education of their children every time they should hear it ring, the advantage would more than compensate for the trifling expense incurred.

* The Commissioners, however, state, that wherever the schools were closed for Easter vacation (page xxii), the *average* attendance of the pupils for the week preceding the closing of the schools was taken; which makes the discrepancy still more inexplicable.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

Early withdrawal of Children from School.—To remedy or check the early withdrawal of children from school, is a question of very great importance to the educationist. As an inducement for children to remain for the completion of the elementary school course pursued in every National School, I would beg to suggest that the pupils of the senior classes—Fourth and Fifth—should be exempt from payment of school fees. In order, however, to give the teacher an interest in inducing such children to remain, I would recommend that the State should pay the usual school fees for them; but this award should be made only on condition that all the other children in the school exhibit a creditable proficiency in their respective classes. In Saxony the law requires that every child shall receive for eight years an uninterrupted and efficient education; in Prussia, Austria, Wurtemberg, Bavaria, Switzerland, Hanover, Denmark, and Baden, all children are obliged to attend school for at least *six* years; and in Austria, to prevent irregularity of attendance, the rolls of the school are forwarded by the teacher to the magistrate of the parish, and "if the attendance of any child has been very irregular, and the parent cannot satisfactorily explain such irregularity, the latter is fined by the magistrate." Those compulsory education laws can, however, never prevail in this country; and as long as the parents are steeped in poverty, so that the earnings of their children are a matter of moment to them, I see no direct means of extending or controlling the period of attendance of children at school. It must only be the care of the State to extend the advantages of education to such children as are obliged to leave school at an early age to earn their bread, by the establishment of Evening Schools, and by offering every encouragement to adolescents to continue their education. With this last object in view, I would take leave to suggest that annual premiums be offered to males and females who had spent five years in a National School, who are in employment, have a good certificate of character from their employers, and are over 15 and under 21 years of age. There should be annual examinations for these premiums, and the number of premiums to be allotted might be determined by the population, the number of ex-pupils of National Schools, and other peculiarities of each district. So that as little as possible of the time of the candidates should be taken from their employment, the examination should be conducted in writing chiefly, and last for one day only. Besides offering an inducement to those who are employed to continue their studies, a scheme of this kind would have other beneficial influences upon education generally, and foremost amongst them would be the *éclat* given to the possession of knowledge by the humblest member of the community. In Prussia and Holland, if a scholar conduct himself well and make satisfactory progress, on leaving the primary school he receives an honorary certificate, which is of service to him ever afterwards through life. The distribution of such certificates might be introduced into our schools, and might have the effect of inducing children to remain long enough at school to qualify for them. The cry of the pessimist, that if the child or man is "full of learning," he will not take kindly to his labour, has fortunately not increased beyond the force of a whisper in this country; and I trust that its feeble sound will be soon hushed altogether, as much by the uttered wisdom of the educated labourer, as by the loud voice of public opinion itself, in favour of intellectual and religious progress amongst people of every class and degree.

Results of the Examination of the Classes.—I made it a point to examine every child, in each of the schools that I inspected, in all the branches it was returned by the teachers as learning. This process has

the advantage of satisfying the teacher that the Inspector is inquiring into all the operations of his school, and not merely into a favourable or an unfavourable sample of them; it pleases the children to find a stranger take an interest in examining them in the drudgery of their least inviting lessons; and it affords the Inspector himself unerring means of forming an adequate estimate of the worth of the school. I need hardly observe, that in measuring the value of the answering, or the general worth of the school, a standard is adopted which would represent the state of a really effective and useful country school. This standard is very much higher than the average run of elementary schools, but, nevertheless, it is not only approachable, but attainable. The programme lately issued by the Board makes this standard uniform, so that the reports of Inspectors and Head Inspectors may be regarded by the public as based upon a common programme of minimum requirements, and can be compared with one another with more advantage than heretofore, when each Inspector, in a measure, determined upon his own standard of proficiency and composed his reports accordingly. It is to be regretted that this programme did not appear sooner. In the Model Schools, Marlborough-street, Dublin, there was one in use for a great number of years past, which answered its purposes well; and in his report for the year 1852, the Rev. Mr. Mitchell gave a very good scale of proficiency, originally drawn up for the school of West Ham, in Essex, and then very much in use in the schools inspected by Mr. Mitchell, in the Eastern Counties, &c. I give this programme in the Appendix (D).

Reading.—Of the children whom I examined—

36·2	per cent.	were in the	1st or lowest class.
24·2	,,	,,	2nd.
13·8	,,	,,	Sequel to 2nd.
13·7	,,	,,	3rd.
11·8	,,	,,	4th.
0·3	,,	,,	5th.

22·4 per cent. of the children who were returned as reading, failed to read passages in the advanced sections of the Second Book; 38·9 per cent. were able to read the Second Book fluently, and the remaining 38·7 per cent. were able to read the higher books with ease and expression. These results are very satisfactory. Generally speaking, the reading of the children was very good indeed—the girls, in particular, read with great clearness and precision. In the St. Columb's Female School, Londonderry, the children read with as much distinctness of articulation, elegance of expression, and absence of local accent, as in any high class school for ladies I have ever visited. In the case of the St. Columb's School, and indeed in all cases where the reading was better than ordinary, I found the accent, expression, and purity of pronunciation of the teachers upon the tongues of their pupils. Sometimes I found that the children of a circuit of schools had an identity of style and accentual precision, and in such cases I discovered that the teachers of these schools had all been taught by some one teacher who was a superior reader. Taking into account the great want of charts and objects to illustrate the reading lessons, to which I have already adverted, the knowledge possessed by the children of the subject matter of what they were reading was, on the whole, very fair.

Grammar.—35·9 per cent. of the children who were classified as reading, were not learning grammar; 53·1 per cent. were learning the parts of speech only, and 11 per cent. were learning syntactical parsing. Of those who were learning the parts of speech, I found that 33·4 per cent. knew them very accurately; and of those who were

returned as parsing, I found that 33·3 per cent., exactly one-third, could apply the laws of syntax, analyze any ordinary sentence, and parse it without hesitation. In no single instance, however, did I find any attempt made at prosody; and although our books contain selections of poetry in every measure, I do not remember the case of a single school in which the attention of the children was directed to this variety, or to the subject of metrical arrangement at all.

I may say the same of grammar that I have just observed of reading. Wherever the teacher expressed himself with grammatical accuracy, the pupils rarely committed a blunder of speech, and often spoke with a correctness that would be creditable to more scholarly people. On the contrary, when the teacher failed to express himself precisely or accurately, or spoke the current provincialisms of the place, the pupils fell into similar errors and expressed themselves with difficulty. Teachers should not overlook the fine opportunities they have of imparting accuracy of expression, one of the great ends of the study of grammar, to their pupils, every time they engage in an oral exercise. It is then, whilst the mind is excited, and the ardour of the child aroused, that a skilful teacher can give it habits of correct expression, of thoughtfulness in the selection of words, and facility in the use of an exact and simple phraseology. National Teachers, I regret to say, too often neglect such opportunities, and think that a knowledge of grammar will necessarily make correct speakers. Macaulay, in his essay upon Lord Bacon, says:—

"Not one Londoner in ten thousand can lay down the rules for the prope use of *will* and *shall*: yet not one Londoner in a million ever misplaces his *will* and *shall*. Doctor Robertson could, undoubtedly, have written a luminous dissertation on the use of those words. Yet, even in his latest work, he sometimes misplaced them ludicrously."

I do not, of course, mean to detract from the importance of a thorough study of grammar, but I am persuaded that more practical grammar can be learned, and is actually learned, by conversation and observation in society, than by the daily repetition of rules of syntax, or the usual routine race through a parsing lesson. I would therefore desire to see grammar taught *practically* as well as theoretically in our schools.

Dictation and Spelling.—Few children below the Third Class are ever employed at writing from dictation. There is no better way for teaching spelling, and before the finger of the child can trace the small letters upon the slate, it might be put to do it in larger characters upon the black board. But of the Third, Fourth, and Fifth Class children, the classes to which writing from dictation is usually taught, I found that only 61·7 per cent. were returned as learning this branch, and of these I found that 33·6 per cent. could write a sentence with tolerable accuracy, 10·3 per cent. with ease and correctness, and the remaining 56·1 per cent. utterly failed upon being examined. I attribute this unsatisfactory answering to the fitful way in which the subject is taught by most teachers. A lesson is given to-day, another a week hence, another in a month or so, and so on. There is very seldom any regularity observed in the order of the lessons, and accordingly very little proficiency made in the subject. Although so many failed to satisfy me in writing a sentence from dictation, I am yet able to state that there is no branch in which more progress has been made than in spelling. To be able to spell fairly in National Schools, is now the rule, and not the exception. It is to the fortunate publication of Dr. Sullivan's admirable Spelling Book Superseded, that we are indebted for this, as well as for the rational method now universally adopted of teaching spelling in our

schools. The "*Inquirer*," referring to a recent examination of candidates who sought admission into the Civil Service, states—"Of the three hundred rejected candidates, two hundred and fifty were rejected for gross ignorance of spelling and simple arithmetic; many for such spelling as 'worriers,' 'fingures,' 'firtue,' 'hatered,' 'enthesuim.'

The children in the Third Class of a National School would hardly fail in words of such common usage; and, even in a Second Class, most of those words would be spelled correctly.

Geography.—73·3 per cent. of all the children in attendance at the schools which I inspected, were learning geography; and this shows that 9·5 per cent. more than those who were reading the Second Book, and above, were engaged at the study of this subject. This must be regarded as exhibiting very satisfactory evidence of the increased comprehensiveness of the course of education given in ordinary National Schools. Of those who were learning geography, 69·2 per cent. were confined to the study of maps only; 19 per cent. were engaged at political geography from Text Books; 6·1 per cent. were learning mathematical geography; and the remaining 5·7 per cent. were occupied in the study of physical geography. The answering, on the whole, was tolerably satisfactory. Geography is given to children in too abstract a shape. Of all other subjects, it is perhaps the least abstract, either as to its nature or its details, inasmuch as it treats principally of the different divisions of the earth, political or natural; of the position and distance in relation to us; of the various states and cities; of the course of rivers, and the direction of mountains; of the manners, habits, customs, language, and trade of those who people the earth; and of the principal animals, plants, and minerals, &c., &c.; and yet I observed that it was almost invariably taught as an abstract thing of imaginary lines, of curves, and fantastic shapes upon a map, and as a thing devoid of all interest in reference to the explorations of our mariners, the acquisitions of our warriors, or the happy and fruitful intercourse that exists between commercial nations. There is a great want of books of travel in our schools, such as the stirring narrative of Robinson Crusoe, the voyages of Captain Cook, the journeys of Humboldt, or the more recent and interesting career of the Arctic navigators, in their search for the north-west passage. I know that the voice from "Mercy Bay" has been heard in continental and transatlantic states; but the compatriots of the noble narrator have yet, I am quite ashamed to say, almost to learn his very name.* Indeed, the narrative of Sir Robert Maclure's discovery of the north-west passage, would, I am certain, be a most interesting little manual in maritime discovery, for the pupils of our National Schools; and along with it might be given short memoirs of the illustrious men who assisted within the last forty years in the solution of the great geographical problem—memoirs of such men as Maclure himself, Franklin, Ross, Parry, Back, Penny, Buchan, Clavering, Lyons, Beechy, Dease, Simpson, Rae, Richardson, Bird, Collinson, Pullen, Austen, DeHaven, Forsyth, Kellet, M'Clintoch, Belcher, and Pim. In addition to the foregoing, and other books of the same class, I would recommend that the Commissioners should publish an extensive set of geographical charts, and some small-sized globes—for something beyond the mere ordinary maps is required to excite the interest and curiosity of children. In my examination of the schools, but particularly in my examination of the teachers, I used a little vulcanized India-rubber ball, about eight inches in diameter, which I carried about with me,

* During my examinations of the teachers last year, I scarcely met with one who knew any thing about Sir Robert Maclure, or his great discovery in the Polar seas.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

and inflated with a few breaths whenever I required to use it. It served for blank maps in local geography, and in mathematical geography it answered most of the purposes of a globe. I mention this simple contrivance, which I found exceedingly useful, to show how easily and inexpensively—the price was only 4*s.* 6*d.*—school wants may be supplied by the exercise of a little ingenuity.

Arithmetic.—Arithmetic, and indeed the mathematical subjects generally, are very much neglected in the schools of the North of Ireland. There was a proportion of 43·5 per cent. only, of the total number that I examined, engaged at the study of arithmetic. Of these, 63·3 per cent. were working the simple rules; 20 per cent., the compound rules; and 16·7 per cent., proportion, and above. I cannot report favourably of the answering. Notation has been very much neglected, for I found only 21·2 per cent. of those who were learning arithmetic, who were able to write down a number not exceeding seven places. In the commercial rules, the answering was equally unsatisfactory, and very few attained to the higher rules at all. This great deficiency cannot be altogether attributed to *want* of taste—as some people say—for arithmetic, on the part of the pupils; for I fancy that if the teachers were really alive to the importance of the subject, a *taste* could be cultivated for it; but it is owing to absolute remissness in relation to the introduction of the subject at a sufficiently early age in the child's school career, and afterwards to carelessness in the method of teaching it. Again, there is no attempt made to popularize it. A sensible teacher, in imitation of Pestalozzi, would make arithmetic treat rather of *things* than of *abstractions*, and, whilst interesting the child with a number and variety of objects, would coax it quietly into the consideration of abstract numbers, and even into the process of calculation itself. But, instead of doing this, and of saving the child much perplexity and harassing, most teachers go on in the old sing-song way of hearing the tables, setting a sum, inspecting the answer, and finishing their task by pronouncing *right* or *wrong*.

Ignorance of arithmetic is still more general amongst girls than amongst boys. Fenelon, in his treatise upon the Education of Females, says—"On sait assez que l'exactitude de compter souvent fait le bon ordre dans les maisons;" and I may add to this, that in my own experience, I never met a female who had an ability for calculation that was not possessed of decision of character, and of general vigour and elasticity of intellect. Teachers should, therefore, familiarize their female pupils as much as possible with the subject; but no female, who knows how to read, should be permitted to remain for a moment in a National School, unless she applies herself to the study of arithmetic.

Mental arithmetic commands very little attention in the elementary schools of the North. Altogether, there were but 13·6 per cent. of the children whom I examined learning this very important branch. Mental arithmetic has been most unfairly cried down by some people, on the ground that it is mere *show*—an exhibition of arithmetical magic, to beguile the senses of school visitors, and a thing of little or no practical advantage. Such people have no right to condemn the thing itself, because they object to its show; let them condemn the show if they like, but if they do, they must condemn all expositions of the proficiency of the classes in public schools. People also condemn it, and say that there is trickery in it, because the results appear to *them* extraordinary; but the same people would condemn grammar if the parsing of a sentence were so far beyond their own knowledge or comprehension, as that they could not follow it. Mental arithmetic is, however, too useful a subject to be neglected, because it is cried down. The study of it must be extended.

The traveller's solicitude now-a-days, is "safety and quickness," and he obtains both by means of railways; and at the merchant's counter, the desideratum is "accuracy and facility" of calculation. The former is obtained by slate, and the latter by mental arithmetic. Every accurate calculator is not a quick calculator; but if mental arithmetic were more generally practised, to calculate at all would be to calculate quickly. In the fifth number of the *Quarterly Journal of Education* (published in 1833), there is an anecdote related, which illustrates the want of facility in mental calculation, which people of scientific character may sometimes exhibit:—

"A society of mathematicians was accustomed to meet at dinner, previously to commencing the learned discussions of the evening. One day the bill was brought in and handed to the man of science in the chair, that he might declare how much was due from each. Not having pen and ink, he was puzzled, and gave it over to the distinguished mathematician on his right hand, who found himself compelled to pass it to the next, and so on, till it was returned to the president. In this dilemma, the matter was referred to the waiter, who, after looking at the bill for a second or two, named the exact sum which was to be paid by each."

The above little anecdote, told upon very good authority, is an excellent argument to show that mental arithmetic should not be neglected, whilst slate arithmetic is so sedulously practised.

Writing.—One of the best evidences that I have met of the felicitous change which the National System is effecting in the education of the people, is to compare the returns of those who can read and write, read only, and neither read nor write, as given in the Census Report for 1851, with the results of a tour of inspection in the National Schools.

In 1851, there were 644,371 children under five years of age, and of the remaining 5,908,015 of the population, the Census Commissioners report that—

1,938,685, or 32·8 per cent. could read and write
1,203,047, or 20·3 per cent. could read only.
2,766,283, or 46·9 per cent. could neither read nor write.

Now, this shows that of the 3,141,732 who could read, 38·3 per cent. could not write; and it appears very strange how such a number could have learned how to read, without at the same time acquiring a knowledge of writing. This can be readily accounted for by reviewing the very imperfect kind of education which the people heretofore received. In a National School, however, if a child learn to read, it *must* now of necessity, by the nature of the National System, learn to write (see page 58); the one is looked upon as having special kindred with the other; and, in my experience of National Schools, last year, I found that 86·8 per cent. of those who were *classified* as learning to read, were *actually* engaged in learning to write. This, therefore, is a great change which the National System is effecting. Future Census Returns will, I trust, show, that whatever the number may be that can read, the same number, or some number very close upon it, will also be returned as able to write.

I cannot say much in praise of the quality of the writing which came under my notice in the National Schools. Teachers, generally speaking, treat this subject very carelessly: they either place a head-line before the child, or set him a copy, and then leave him to himself to make the most of the exercise. They seldom study the *art* of *teaching* writing. I wish that the admirable little tract upon this subject, which was written a few years since by Mr. Larkin, first master in the Model Schools, Dublin, was circulated by the Board amongst our teachers. In

this little treatise, the art of teaching writing is cleverly and judiciously exhibited. I have had occasion, however, to find more fault with the writing of the girls than with that of the boys. Female teachers think it genteel to lead their pupils into the angular style; and, no matter how cramped or illegible the writing is, provided that it is angular, and that the copy is clean, they appear to be satisfied. Some people think that males and females should write exactly alike; but I believe this to be neither desirable nor possible. The round hand of our copy lines is, on the one hand, too masculine and bold for females; whilst, on the other hand, the writing of females generally in National Schools is so sharp and cramped as to be illegible. There is a medium style wanted, a style which, being neither too round, nor too angular, nor too formal, ought to be at the same time elegant and legible. Of this kind of writing I know of no published set of copy lines, although it is the style which is every day used by ladies of education in their correspondence. The elementary steps in any system of writing must of course be formal and according to rule; but, after the elements have been mastered, there ought then to be a set of finishing copy lines that would form the hand to a style of ease, clearness, and neatness. A lady who is a very eminent educationist, has been good enough to write me a few lines of the *class* of writing to which I now refer: and I take this opportunity of giving a specimen of it, for the advantage of teachers to whom this style is unknown.* [See Specimen A, opposite page 112.]

I would very strongly recommend the Commissioners to have a *head-line* printed in each page of their copy books. This would secure three important ends: the child would be *certain* of always having a good copy line for imitation before him; the master would be saved the trouble of setting the head lines; and there would be one uniform style of good writing in all our schools. Such an arrangement would add very little to the expense of our copy books.

In a special report which I made to the Board some time ago, I observed that, although I thought it better to write with a quill than with a steel pen, yet, on account of the difficulty of procuring good quill pens, and the trouble of making and mending them, I thought it would be more advisable, on the whole, and more economical, to use steel pens in our schools. Steel pens, too, have been of late so much improved, and rendered so cheap, that I think there is the greater reason for using them in elementary schools in preference to the quills. As an illustration of the cheapness of steel pens, I have just learned that at the Calender-street National School, Belfast, conducted by the Sisters of Mercy, the expense for the last year for steel pens for 300 day pupils and 250 adult night pupils, was only six shillings. The pens were always good, and there was no inconvenience: quill pens for the same number would have cost at least ten times as much and given a hundred times more trouble.

Drawing.—This is a subject which I found was introduced into one school only. There is no subject of more importance to teachers, and no subject more neglected by them. I have scarcely met with a single teacher in Ulster who could draw with tolerable accuracy the simplest diagram. A geometrical figure, when drawn upon the black-board by a teacher, seldom *looks* like what it is intended to illustrate: parallel lines look as if they were soon to meet; perpendiculars, as if they were on the point of falling; circles, as if they were ill-shaped polygons; and

* Another lady has been obliging enough to write me a specimen of the angular style, which will also be found opposite page 112 (see Specimen B), and which illustrates the feasibility of making the angular hand both legible and elegant.

equilateral figures, as if there was no such thing as equality of dimension. Although the scale and compasses are in constant use by the stonecutter, the mason, the carpenter, the cabinetmaker, the gardener, the smith, &c., their utility and application are seldom, if ever, explained to children at school; in short, geometrical drawing and practical geometry are entirely overlooked. Speaking of the importance of the latter, Mr. Richard Redgrave, R.A., the distinguished artist, says—

"In practical geometry is found the law of all forms, the constructing skeleton of all ornament, and the source of proportion and symmetry; and having laid a foundation in this study, the long flowing lines, the symmetrical curves, and balanced quantities of ornament, are excellently fitted to form the hand and educate the eye."

The Government Schools of Art are inducing a very great taste for drawing; and the occupation of the "designer" is now one of vast importance. Drawing can, then, become an industrial element in our schools, and because it can, it deserves the more care and attention. The objection raised to preparing children at public schools for certain trades and employments, cannot apply to training them for the pursuits of art. Any person of ordinary health and strength can become a tradesman—as a carpenter, a tailor, &c.: he has skilled persons in every direction to whom he can apprentice himself, and he incurs little or no hazard of ever failing in his trade. But there are few opportunities in ordinary places to cultivate the arts; apprenticeships cannot readily be served to them; and even, when they can, no one except a person of admitted taste and ability would dream of making the pursuits of art a profession, for without this *taste* and ability the long years of apprenticeship would be only thrown away. Mr. Cole, speaking of the necessity of elementary art instruction, before improved design can be produced, says—

"Until he can give evidence that his eyes are able to see forms, lights, and shadows, and are sensible of the harmonies and discords of colour, and that his hand has been tutored to follow his perceptions, it must not be taken for granted that he can understand principles of design."

It is, therefore, only a matter of common fairness, to place the apprentice to the trades and the apprentice to the arts upon an equality at the start of their career; and to do this, children at school must have their taste for art educated and tested. Again, art education in a public school—as preparing children to become designers, engravers, lithographers, engineers, &c.—can no more be objected to on economic grounds, than the regular literary education which is given in the same school, and which prepares children to become clerks, teachers, &c.

I deem it of the highest importance to add drawing to the usual business of our female schools. The sources of employment of a kind suitable to females, are, unfortunately, in this country very limited, and it is painful to observe that almost every new employment in which woman engages, belongs to the class of *rude labour.* I have seen women, within the last year, manage the harrow, and work with the spade. I have seen them on the sea shore carry heavy loads of seaweed on their shoulders, up steep precipices; and I have seen the degenerate and sickly look of the Belfast mill girls, consequent upon the labours and hardships of their lives. This is not only an unnatural order of things, but it is a social and national disgrace. The more employments of a gentle kind there are for women, the better will it be for society; and it appears to me that the occupation of the designer is one peculiarly

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

adapted to them, and one which it ought to be the effort of the public to open up for them.

I trust, therefore, that Managers and teachers will recognise the importance of drawing as an *educational* element in their schools, and that they will foster its study with the more solicitude, because, as an industrial branch, it is likely to alleviate the condition of woman, by widening for her the channels of natural and legitimate employment.

Geometry.—There were but 1·4 per cent. of the children whom I examined engaged at mensuration; ·8 per cent. at geometry; ·1 per cent. at algebra; ·08 per cent. at navigation; and none at all at trigonometry. Small as these returns are, and unsatisfactory as such a neglect of the mathematical sciences must be, I have yet to complain more of the *manner* in which these subjects are treated, than that they have been so well nigh entirely neglected. In the first place, mensuration is almost invariably taught before geometry, and geometry is degraded to an ordinary lesson to be repeated by rote. The latter defect is too universally condemned to require an additional word upon it; but the former arrangement has many intelligent persons to support and defend it. I look upon it, however, as opposed to the whole spirit of educational science, which makes the accumulation of knowledge always ancillary to the discipline of the mind. A moment's reflection upon our system of education will show that this view is correct. In the early stages of a child's education the teacher is obliged to rely a good deal upon its memory; then charts, tablets, and objects are referred to, to illustrate and explain every important thing that occurs in a lesson; by-and-bye abstract things are hinted at, and calculation commences; then the teacher begins the demonstrative element, introducing it, of course, with all the art and skill at his command; the development is very gradual, but each stage gives new strength and increased breadth to the intellect; and, whilst all this is being done, and just as the child reaches, as it may be said, the last stage of this elaborate educational process, when he ought to be well qualified to engage in the simple train of reasoning involved in an easy demonstration, strange to say, he is then, by the practice of most teachers in this country, compelled to make a long retrograde step, and to cram his memory with a whole volume of the rules of mensuration, without knowing and before he attempts a single proposition in geometry, upon which those rules are founded. There is an inexplicable inconsistency in all this. Geometry and mensuration ought naturally to be learned together; but if there is to be a separation, let that from which the other is derived come first.

If the advantages of the study of geometry were better known, the subject would, no doubt, be more generally introduced into the course of education pursued in the National Schools of the North. These advantages consist chiefly in the analyzing power which it gives the mind; the habit of concentrativeness which it engenders; the perfect example it affords of undisputed and indisputable truth; and the taste which it gives for order, method, precision of expression, and harmony of arrangement. These are some of the advantages which may be gained by *all* who study geometry; then, there are in addition, the special scientific advantages obtained in the application of geometrical knowledge to trades and professional pursuits.

Navigation.—From Bundoran to Belfast, coastwise, I know of only three places in which navigation is taught; yet immense numbers of our seafaring population are reared along those coasts. The public in the end are the sufferers, from the ignorance of nautical science exhibited by the general run of sailors; for many a vessel would be saved

and many a life rescued from death, if common sailors possessed even moderate skill in the science of their profession. To acquire a knowledge of navigation is, however, a very expensive affair in most places; so expensive, that poor fishermen, from whose families come immense numbers of sailors, can seldom or never dream of encountering it. Navigation is studied only after the young sailor has made a few voyages and saved a little money, and become ambitious to rise in his profession. But I think it might be naturally expected, that if navigation were taught in National Schools, at the National School fee, and that the teaching of the subject were encouraged by the Commissioners in maritime towns, numbers of lads who are intended for the sea would continue at school to learn it as a supplemental part of their ordinary education. I would suggest, therefore, that the Commissioners, on the principle upon which they give an extra grant to a teacher of agriculture, should award at least £10 a-year to any teacher of a National School who could show that he had a class of six pupils, on an average for the whole year round, learning navigation. The towns in my circuit of districts which should be specially encouraged are—*Bundoran, Ballyshannon, *Donegal, *Killybegs, *Ardara, *Dungloe, *Dunfanaghy, *Rathmullen, *Buncrana, *Malin, *Moville, Derry, Portrush, *Ballycastle, *Cushendall, *Glenarm, Larne, Carrickfergus, and Belfast. No male teacher should be appointed hereafter to any town marked in the preceding list with an asterisk, who would not be capable of teaching navigation; inasmuch as from the size and circumstances of those towns there can be only *one* male school in each of them; and in the other towns I have named, care should be taken that there should be at least one school in which a master properly qualified to teach navigation should be found.

Music and Language, &c.—There are three things which the National System in its ordinary operations is effecting, which are not at all gratifying to our patriotism. We are quietly but certainly destroying the national legend, national music, and national language of the country. The first is associated with the history of the people; the second with their poetry, habits, and manners; and the last with their individuality as a nation of ancient race. I regret very much to have to report that I found music—I mean, of course, vocal music—practised in very few schools.

An evidence of the ancient civilization of our country is found in the fact, that back to very remote ages we have accurate knowledge† of the existence of a national music of a beautiful and elaborate class, and it will redound little to our credit if we permit the higher civilization which prevails at present to lack one grand characteristic which distinguished that of our forefathers.

But in the few schools in which I found vocal music was practised, the style of music was of that namby-pamby kind that of late years has been regularly recognised as "school music." I don't think that I have heard five different Irish melodies sung in all the schools that I have ever visited; and as to the schools which I visited and inspected last year, I could not name *one* in which I heard a melody of Ireland sung. The introduction of Hullah's system into the country brought into use a series of melodies, constructed with no idea as to melodic excellence, but to illustrate the intervals, sharps, flats, scales, marks of

† "It would appear that the Church music, likewise, of the Irish enjoyed no inconsiderable repute in the seventh century, as we find Gertrude, the daughter of the potent Maire du Palais, Pepin, sending to Ireland for persons qualified to instruct the nuns of the abbey of Nivelle in psalmody."—Moore's History of Ireland, vol. i, page 315. London, 1835.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

expression, &c., to be met with in music. These tunes of Hullah do not pretend to any national character; but there cannot, above all, be discovered a phrase in a single one of them that would identify it with any of the familiar types of an Irish song. There must be a homeliness in tunes as well as in words, if they are to touch the heart; and we are abandoning a great humanizing power we have at our command, when we disregard the natural homeliness of the strains hummed by a mother over the cradle, and substitute in their stead tunes that are foreign to all sympathy, that belong to no country, that are sung in no home, that are inelegant in their style, and cheerless in their effects upon the ear. These tunes being heard or sung by children in school, day after day and year after year, they must necessarily be retained in their memories, they must occur to them by-and-bye as reminiscences of childhood, and as *such*, no matter how meagre and uninviting their melody, they will be involuntarily repeated; and in this way we are unfortunately not only *not* disseminating Irish music, but we are absolutely laying the foundation of its complete extinction from the tastes and habits of the people. Cardinal Wiseman, in his lectures upon the "Home Education of the Poor," delivered at St. Martin's Hall, London, in connexion with the Educational Exhibition of the Society of Arts, Manufactures, and Commerce, eloquently refers to the class of music that should be practised in our schools.

"I would have," he says,* "the English agricultural peasant a songster, as well as him of southern climes; and, therefore, when a boy has finished his education, I would have him bear in his memory a stock of songs which would cheer his toil for life—songs full of affection towards every thing around him, literally filling his heart with love of his home, making him believe it to be, however humble, to him the happiest and most sacred spot on earth; love of the very earth itself, which submits to his rude handling, and repays the labour of his hands and the sweat of his brow by filling his arms with the teeming abundance of its womb—love of the various domestic creatures that look up to him for their sustenance, and see in him their providence, and pay him back abundantly by the food and the clothing which they give him; love for nature in every form, making it always appear to him fair, whether it be in the storm or in the sunshine, in the gloom of winter or in the bloom of summer—always the same, glowing and joyful; but however bright, ever showing him, piercing through all brightness by its superior brilliancy, beaming ever upon him, through every part of her, the face of a gracious and a bountiful God."

With a view of providing such songs as Cardinal Wiseman here alludes to, and with the further view of saving our institution from the stigma that must rest upon it, if directly or indirectly we are parties to the decay or extinction of national music, I beg to suggest that the Commissioners should publish a selection of appropriate Irish melodies—and there are scores of them admirably suited to school purposes—at a moderate price, for the use of the teachers and pupils of the National Schools. A few universally acknowledged superior pieces of music of a sacred character would also be important additions to a school programme; for there are few, indeed, who are not susceptible of ennobling emotions—and amongst children hardly any—when influenced by sacred music.†

The Commissioners should, in my opinion, give some stimulus to the spread of music, and in addition to what I have suggested in relation to the publication of certain selections, I would beg to urge the propriety of giving a small annual gratuity, say of £2, to any teacher who successfully introduces vocal music into his school, and tends to spread a knowledge of it throughout his locality. It might be even advisable

* Lectures in connexion with the Educational Exhibition, page 244.

† "Une musique et une poésie chrétienne seraient le plus grand de tous les secours pour dégoûter des plaisirs profanes."—Fenelon de l'Education des filles, page 77. Paris, 1845.

to require—as is done in most countries of Europe, and in a modified way in England—that all trained and classed teachers should know at least the simple elements of the science of music.

Irish Language.—The Census Returns show that upwards of a million and a-half, or 23·3 per cent. of the population, spoke Irish in the year 1851. The National System is every year diminishing this number. Even in places where all social communication is carried on in Irish, and where, in short, few or none of the adult population know a word of English, the language of the National Schools, the books, the teaching, &c., are entirely *English*. The children of parents who at present speak Irish only, will, through the course of education pursued in the National Schools and the experience of home, speak English and Irish when they grow up; but *their* children will in nine cases out of every ten speak English only. In this way the Irish language will gradually fall into disuse, and be, perhaps, forgotten. Many good men would rejoice at this; but they seem to me to forget that the people might know both Irish and English, and they also forget that by continuing to speak Irish *and learning English through its medium*, the latter language would be enriched by the imagery and vigour of the mother tongue, and the process of learning would be a mental exercise of so varied and powerful a character, that its disciplinal effect upon the mind would be equal, in itself, and by itself, to a whole course of education of the ordinary kind. The shrewdest people in the world are those who are bilingual: borderers have always been remarkable in this respect. But the most stupid children I have ever met with are those who were learning English whilst endeavouring to forget Irish. It is hard to conceive any more difficult school exercise than to begin our *first* alphabet, and *first* syllabication, and *first* attempt at reading, in a language of which we know nothing, and all this without the means of reference to, or comparison with, a word of our mother tongue. Yet this is the ordeal Irish speaking children have to pass through, and the natural result is that the English which they acquire is very imperfect. The real policy of the educationist would, in my opinion, be to teach Irish grammatically and soundly to the Irish speaking people, and then to teach them English through the medium of their native language. The Rev. H. Longueville Jones, one of Her Majesty's Inspectors of Schools, in his report for the year 1849, upon the schools of the southern and central counties of Wales, speaking of the bilingual characteristics of the Welsh people, says—

"*Of the possibility, and, indeed, of the probability of the two languages existing and flourishing concurrently in the principality, I must repeat that I entertain little doubt.*"

The late Mr. Fletcher, in his report for 1851, whilst recommending that every encouragement should be given to Welsh pupil teachers to acquire a facile use of idiomatic English, says—

"If even yet more could be done in encouraging such a movement, it should, I think, be tried, since the whole population are as desirous to learn English as to remember Welsh; and surely this is all that can be desired in such a matter, since they will be no worse Britons for being good Welshmen."

Again, the Rev. H. W. Bellairs, Her Majesty's Inspector of Schools, in his report for 1854, included "the great advantage of teaching more than one language to children," as one of the leading points deserving of notice with regard to the Welsh schools; and, after enumerating some of the bilingual influences of the education of Welsh children, upon the development of their intellectual powers, he states—

"My convictions of the importance of really good etymological teaching have been much strengthened by these considerations."

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

In an able article upon the University of Dublin in the "Quarterly Journal of Education," for July, 1833,* the writer says—

"It is much to be regretted that the measures for the cultivation of the Irish language were not more efficient or more permanent. *To say nothing of the loss that has arisen from the neglect of such an instrument in the instruction and civilization of the peasantry*, who in large districts of the country understood no other language, we must regret the narrow policy which prevented the cultivation of native literature from the injury it has inflicted on the sources of Irish history."

My experience last year of the schools of the County Donegal (see Leckonnell in the Appendix), a county in which 28·7 per cent. of the people speak Irish, led me to reflect very much on this important question. I have already stated in substance the conclusions at which I arrived, but for convenience sake I beg to repeat them. I am convinced—

1st. That the Irish speaking people ought to be *taught* the Irish language grammatically; and that school books in Irish should be prepared for the purpose.

2nd. That English should be taught to all Irish speaking children, through the *medium* of the Irish.

3rd. That if this system be pursued, the people will be very soon better educated than they now are, or possibly can be for many generations, upon the present system: and—

4th. That the English language will in a short time be more generally and purely spoken than it can be by the present system for many generations.

History.—History may be said to be entirely neglected in our National Schools. The meagre outlines of the subject contained in our Fifth Book are arranged in so unattractive a form, that few teachers or pupils ever study them carefully. It would be most desirable if some little manual upon the subject were published by the Board; and although some people regard the history of our own country as too debatable to enter upon it in a National School, I cannot say that I coincide with them in such an opinion. History ought to be outside the domain of politics or religious strife, and I do not see what food for contention there would be in describing how our country was anciently peopled; the immigrations that swelled its population; the kingdoms and order of government that were established; the early spread of Christianity and learning; the annexation to England, and the wars that attended it, &c. Probably the history of no country can be written without exciting some disputable propositions; but this affords no reason for the entire suppression of the study of the subject. In most continental countries the two leading thoughts of an educationist are to make the grammar of the language, and the leading features of the history of the state, the groundwork and the essentiality of an elementary school course.

Industrial branches.—The industrial education of girls may be said to be the only education of an industrial nature that comes under the attention of a Head Inspector; for the Agricultural Schools, the sole schools of industry for boys in the country (except in the workhouses), so far as the industrial branch is concerned, come entirely under the jurisdiction of another class of Inspectors. In addition, it so happened that I never came across a school last year, in which agriculture was taught.

On the whole, I can report favourably of the attention paid to industrial operations in female schools; for there are few in which at least plain sewing is not practised by the pupils; and in the large majority of the schools, crochet, embroidery, and knitting are taught.

To use the needle well in plain sewing, is, I suppose, after all, the

* Published under the superintendence of the Society for the Diffusion of Useful Knowledge. London: Charles Knight.

great end of a female industrial education; and, if we proceed further, by the introduction of a *remunerative* class of industrial occupation into our schools, we are, I fear, changing the school into the factory, and directing children's minds from their legitimate school business. In times of famine and distress, this was a necessary evil; but, as we emerge from the effects of those disastrous times, we ought to endeavour to shake off some of the abnormal conditions in which they left us. A most intelligent lady, at the head of a great industrial institution in the South of Ireland, in a recent letter to me, states:—

"If we can get on without an industrial school, it will be a great matter for the literary advancement. It often frets me to see how little value is set upon the book, and what intense application is given to the crochet needle."

The almost universal employment of girls, and the not unusual employments of boys, in many parts of the country, at the sewed muslin work, has, I regret to say, retarded the spread of education in such places to a very deplorable extent; and until some regulations be made by the State, analogous to those in force in mills and factories, which will compel employers to refuse work to children under a certain age —say eleven or twelve—unless they can produce a certificate that they are regularly attending school for at least three hours a day, I see little hope of amelioration in this respect. Parents are unfortunately too greedy for the earnings of their children, and children at an early age have quite a passion for earning money.

I wish that more use were made in our schools of the Finchley Manual upon Domestic Economy. If proper attention were paid to this subject, young girls could readily obtain situations as servants immediately after quitting school. At present, on account of her inexperience and unprepared state, there is a hiatus between school time and the time a girl is *fit* for service, which, being spent in idleness and thoughtlessness, becomes the most morally perilous period of her life.

Common Things.—This subject within the past few years has excited considerable attention. There is, of course, nothing new in the *subject*, or in its being embraced in a course of elementary education; for our Lesson Books since their publication, and our system of teaching since the establishment of the National Board, are based upon the inculcation of "common things:" nor is there any thing new even in the name; for the Irish Commissioners of 1824, in one of their reports, refer to the general ignorance of "common things" of the pupils whom they examined. During my inspection last year, I met with very few children who displayed any acquaintance with the ordinary phenomena of life, or who appeared to have been exercised by their teachers in an inquiry into the use or nature of the commonest objects around them. I cannot, therefore, say that this subject has made any way in the circuit of districts in my charge as yet. I examined the schools of two of the teachers who got high premiums from the "Sullivan Fund," for distinguished answering in common things, but they kept their knowledge of common things to themselves; for, upon an examination of the classes of their schools, I found no traces of any teaching in this direction. I would take the liberty of suggesting to Dr. Sullivan, through whose ability and munificence, attention has been excited in this country to the subject, the propriety of awarding his premiums to the teachers for the best answering of their *pupils*; for I fear that an examination of the teachers only will not ensure what I am certain Dr. Sullivan is most anxious for—that is, the introduction of the science of common things into the common teaching of our schoolmasters and schoolmistresses.

In addition to the physical and economic subjects—the specialities—

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

which this science is commonly understood to embrace, I would desire to see included in it a knowledge of the principles of the constitution under which we live, of the rights of citizenship, of the laws of the land, and of our duties to the state.* The Austrian government has a little volume in circulation in its schools, entitled, "The duties of subjects towards their sovereigns," which discusses some of the points I have just referred to. In an Irish National School I would expect to find the history, progress, principles, rules, and regulations of the National System taught as "Common Things;" and, in short, I would desire to see embraced in this curiously named science, all matters and things that are appropriate to the condition, and suited to the intelligence, of the children attending our schools. Fenelon advocated this sort of teaching nearly 200 years ago. When writing upon the education of females, he says:—

"Il serait bon aussi qu'elles sussent quelque chose des principales règles de la justice; par exemple, la différence qu'il y a entre un testament et une donation; ce que c'est qu'un contrat, une substitution, un partage de cohéritiers; les principales règles du droit ou des coutumes du pays où l'on est, pour rendre ces actes valides; ce que c'est que propre, ce que c'est que communaute; ce que c'est que biens meubles et immeubles. Si elles se marient, toutes leurs principales affaires rouleront là-dessus."

But, whilst I desire to see the range of "common things" widened I wish to state, that at no price—no matter what the looked-for gain—would I accept rambling or superficial teaching. I know that teachers have a tendency to these defects, and I fear that the *variety* which common things present would increase this tendency: it is, therefore, with the greatest care and caution that the teaching of the science is to be approached.

Trained Teachers.—I am very happy to be able to report favourably of the trained teachers as a body. I have never entered a school-room, and taken a glance round about, that I was not able at once to pronounce as to whether the master was trained or not; such a difference, generally speaking, is there between the schools of the trained and the untrained teachers; and I have been so impressed by the superiority of the schools of the former, that I look forward with extreme anxiety to the day when every teacher of a National School can produce a certificate of training. I must, however, say that I met with some teachers who neglected to make sufficient use of the hints, suggestions, and instructions which they received at the normal establishment in Dublin, and their remissness was always apparent in the tone and aspect of their schools. These cases were, fortunately, few and exceptional. Many people fancy, and indeed it has been over and over again said, that training renders teachers conceited and above their business, but I cannot join in the cry. The mistake arises from obscurely discriminating between *confidence* and *conceit;* the skilled master naturally acquires the former, and that he should possess it is of importance as it favours the success of his labours; whilst the unskilled master, as far as my experience goes, relies on the latter for a safe passport through his difficult duties.

Special Class.—The same mistake has prevailed in reference to another most useful set of teachers, the teachers of the special class, and the same or greater prejudice and unmerited censure have been directed against them. I feel it a duty to state to the Board, that no experiment in the training of teachers which the Commissioners have ever tried, has proved so successful, or has produced a more decorous, modest, skilful, painstaking, conscientious class of teachers.

* Archbishop Whately's "Introductory Lessons on the British Constitution" would be most useful to teachers on all these points.

No schools which I inspected were so well organized or so successfully taught, as those conducted by members of the special class; and in the ten years which this class has existed, it has produced good fruit in abundance, and given palpable evidence of the wisdom of its foundation. It was after inspecting a most admirable school, conducted by a member of the special class, that I wrote the letter dated 17th October, 1855, to the Commissioners, in which I suggested, that a commendatory letter should be written to any manager whose school was distinguished for efficiency and public usefulness; and in the Commissioners' approval of the suggestion, by which so important an agency was introduced into the working of the system, I see one of the great experimental uses that may be derived from the operations of the special class.

Amount of Work done by Teachers.—The duties of the school occupy a teacher for about six hours of the day, on the average; and a few hours in the evening or morning are enough to spend in preparation for the duties of the school, or the annual examinations of the teachers for classification and promotion. I think this quite enough of occupation for people of ordinary health and strength; and I never hear, without regret, of a teacher who has worked faithfully for the time I have just stated, undertaking to teach evening classes, or to engage in private tuitions; or when the week's labours are over, to spend his Sunday in the Sunday-school or the Chapel, teaching the Bible or the catechism. In Belfast, and in many other parts of Ulster, most of the National Teachers are so engaged upon Sundays. They are, of course, sought after on such occasions on account of their skill; but in the long run, a community that permits the young energies of a teacher to be overtaxed, will suffer in the decay and disorganization of its schools. Decrepitude, and premature loss of *experienced* and intelligent teachers, are the penalties which society incurs.

Status of Teachers.—Such persons as the National Teachers of Ireland, whose lives are spent in the most temperate, frugal, and religious course of conduct, cannot fulfil the duties of their position without exercising an important influence upon the masses of the people; and the more they are elevated in the social scale, the more fruitful will be the moral power which they possess. In a country like this, where men admit none to companionship unless upon the principle of nicely balanced equality, the teacher of a National School is in a deplorably isolated situation; for his lot is to be without an equal, and those above and below him are, for analogous reasons, removed beyond his approach. The State is doing its duty towards the teachers in this respect, and it only remains for the managers of schools to perform a kindly part towards those associated with them in the noble enterprise of educating the people. If managers were to give the *prestige* of their countenance and favour to the teachers, the proper status of the latter would be soon acknowledged. In the mean time, the teachers themselves can be their own best friends; and if they continue to pursue the modest, dignified, and virtuous line of action which has hitherto distinguished their lives, there can be no fear but that ultimately they will secure for themselves their proper place in the ranks of society.

Manners of the Children.—I regret that I cannot speak favourably of the children attending the National Schools of Ulster in respect to their manners. It is not one child in a hundred, in most parts of the North, that would add "sir," to its answer to a question. I have frequently made inquiries of children, and almost invariably got a plain "yes" or "no" answer. Indeed this universal want of gentleness of

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

manners struck me so painfully, that I felt it my duty to call the attention of the teachers to it at the close of the public examinations, which I held in all my districts during the winter; and I cannot conceal that much of the fault rests on the shoulders of the teachers themselves. I have been obliged to explain to them the difference between "discourtesy" and "independence," a feeling to which this gruffness is falsely attributed by some; to show them that true manliness and propriety have no kindred whatever with rudeness, unceremoniousness, ungraciousness, carelessness, or roughness in speech; that urbanity tempers independence, and is becoming to it; that gentleness and manliness were the traits of character which distinguished our forefathers; that in most parts of Ireland the same characteristics prevail still; and that a very essential part of the education of the poor will be neglected if they are permitted to grow up with such a defect upon their tongues and such an imperfection in their habits.

System of Teaching.—The method of instruction chiefly pursued in National Schools, is what educationists call the *Socratic* method. Pursuing this system, teachers have, however, got into such a habit of *questioning*—of course, in the hope that their questions will in the end elicit the principle or result desired—that they utterly forget that the synthetical method is also necessary to render their questioning effective. The evil of the questioning system is, that it is a cloak for ignorance (anybody can ask a question); that it favours the neglect of suitable preparation on the part of the teacher, and that it leads to guessing, to rambling, to uncertainty, and incoherency in the teaching. I have heard teachers begin a series of questions with a view of arriving at some result; but this series had so little sequence or connexion in its parts, that the *object* of the questioning was soon lost sight of, and the whole thing became a hap-hazard examination rather than a skilful process of *instruction*. Again, it is a very severe tax upon a child's intellect, to pursue the chain of reasoning involved in the elucidation of a subject by the Socratic method. It has been said, with great truth, that—

"The brain of children may be compared to a wax taper, lighted in a place which is exposed to the wind, its flame is perpetually flickering. The child asks you a question: and before you can reply, its eyes are raised towards the ceiling; it counts all the figures that are painted there, and all the bits of glass which compose the window. If you wish to bring it back to the first subject, you annoy it as much as if you confined it in prison."*

It would be a pity that so interesting and beautiful a method as the Socratic should fall into disrepute because so many abuse it; but my counsel in relation to the matter would be, that teachers ought to defer resorting generally to its aid until after they have had considerable experience in teaching, and have filled their minds with the most accurate knowledge of the subjects which it may be their business to teach.

Another defect which I noticed a good deal in the method of instruction is, that teachers appear to be afraid to call the *memory* of their pupils into exercise. This, no doubt, arises from a misapprehension. Rote learning, which means learning that begins and ends in the memory only, and has no association with the understanding, has been so unequivocally condemned, that inexperienced teachers think memory is not to be used at all, or only as a depository of the impressions of the judgment. But look at fifty things that we must learn, whilst relying entirely upon the memory. Music is impressed upon our ears without any exercise of the understanding, and children acquire language through the power of memory alone. Mere rote work is

* De l'Education des Filles, p. 14. Paris, 1845.

condemned as a system of *teaching*, but what is called "committing to memory," can never be dispensed with as a matter of *learning*. The cry against rote work was raised to its very high pitch, because those who contended for it or clung to it, forsook the cultivation of the understanding altogether. Now, however, that the old system is for the most part abandoned, we find a course pursued which, constantly appealing to the understanding, and failing to employ the memory to collect and store up materials upon which judgment may exercise itself, will, I fear, have a reactionary effect, and be in the meantime unfavourable to the cultivation of many important branches of knowledge.

The National system, however, as *a system of education*, has much to recommend it to the interest of the educationist. Even viewing it, as an Inspector involuntarily views it, with the sharp eye of criticism, one cannot help observing the comprehensiveness of its leading features, and their adaptability to the peculiar circumstances of the country. The principles of the system are worth referring to. The system is *moral*, for it inculcates by daily precept through the teaching of the General Lesson, a love of truth, of honour, of justice, and of moderation; it is *social*, for it brings persons of all classes and persuasions and politics together, enables them to trade together, to legislate together, to confide in one another, and to sustain one another; it is *national*, for it prepares the children who attend our schools, to be good citizens, to be loyal to the Sovereign, to be obedient to the laws; and it teaches them to nurture a love and devotion for our country; it is *rational*, for it teaches youth to look out for what is true in science and art, and opens out nature and the wide universe to its contemplation; it is *utilitarian*, for it encourages industrial education, and in some of our schools it gives a practical knowledge of agriculture, the common labour of mankind; and it is *religious*, inasmuch as it inculcates a love and fear of God, and a reverence for His name and works, and affords such opportunities to all for obtaining separate religious instruction as will make them acquainted with the doctrines and discipline of the church to which they may belong. Such is the scope, and such are the principles of the National system, and it only requires the active co-operation of all parties in the country to make them permanently effective.

I would suggest to the Commissioners the propriety of publishing a "Manual of Method and Instruction," which would comprise a brief account of the origin, history, principles, and progress of the National system; the most approved methods of organization and classification, and an outline of the best methods of teaching. Such a book is very much required.*

No. of Teachers in each Class.—Table I. on next page, shows the number of teachers in each class, and division of a class in the ten districts which compose my circuit.

It will be perceived by this table that there are altogether 1,021 teachers in my circuit; and that of this number 50, or 4·9 per cent. of the whole, are assistants. This number represents pretty closely the number of schools in which the attendance is seventy-five or above it; and twenty-four of the assistants, or nearly half the total number, are engaged in the schools of the Belfast district alone. Excluding the assistants, there remain 971 teachers, of whom—

127 or 13·1	per cent. are in the	First Class.
260 or 26·7	,,	Second Class.
459 or 47·3	,,	Third Class.
125 or 12·9	,,	Probationers.

* For upwards of thirty years such a book has been in use in the Elementary Schools of Austria. The Italian edition, for the schools of Lombardy, is entitled, "Manuale dei maestri elementari, o sia compendio dei metodi d'insegnamento e d'educazione prescritti per le scuole elementari nel Regno Lombardo-Veneto. Milano, 1821."

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

Or, in round numbers, three-fifths of the total number are third class and probationers; and two-fifths are first and second class. Estimated by the subdivisions of the classes, the following are the proportions :—

2·3 are in First Division of First Class (the highest).
3·5 ,, Second ,,
7·3 ,, Third ,,
9·9 ,, First Division of Second Class.
16·8 ,, Second ,,
24·5 ,, First Division of Third Class.
22·8 ,, Second ,,
12·9 are Probationers.

TABLE I.

District.	Class.									
	1^1	1^2	1^3	2^1	2^2	3^1	3^2	Probationers.	Assistants.	Total.
1. Letterkenny, .	1	1	1	5	11	16	25	12	12	84
2. Londonderry, .	2	1	9	18	10	24	12	7	8	91
3. Coleraine, . .	4	4	6	5	20	16	26	10	–	91
4. Ballymena, . .	4	4	9	12	14	21	16	18	1	99
5. Carrickfergus, .	3	5	11	7	22	39	25	16	2	130
6. Donegal, . .	1	2	3	5	14	25	25	5	1	81
7. Strabane, . .	1	2	7	14	17	20	28	18	–	107
8. Cookstown, . .	1	5	12	10	23	30	25	17	–	123
9. Belfast, . .	4	8	8	16	17	22	17	8	24	124
27. Mullingar, . .	1	2	5	4	16	26	21	14	2	91
Total, . .	22	34	71	96	164	239	220	125	50	1,021
Centesimal Proportion,	2·3	3·5	7·3	9·9	16·8	24·5	22·8	12·9	–	–
Total in Classes and Proportion, .	127 or 13·1 per cent.			260 or 26·7 per cent.		459 or 47·3 per cent.		125 or 12·9 per cent.	–	–

TABLE

Class.	District 1, Letterkenny.			District 2, Londonderry.			District 3, Coleraine.			District 4, Ballymena.			District 5, Carrickfergus.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1^1, . . .	3	14	0	11	0	0	8	10	0	19	18	6	7	6	8
1^2, . . .	5	18	0	7	0	0	13	5	0	13	5	0	16	12	0
1^3, . . .	4	8	0	6	17	6	6	6	8	9	16	0	10	17	5½
2^1, . . .	3	15	0	6	18	4	5	0	0	6	17	3	9	0	0
2^2, . . .	3	17	11	2	12	0	4	3	0	6	15	3	8	7	3
3^1, . . .	2	10	0¾	4	4	2	4	9	5	8	4	3	5	13	5¾
3^2, . . .	2	2	8	3	5	0	3	17	8	5	6	4	4	4	0
Probationers, .	1	5	0	2	5	8	4	14	0	4	15	7	3	1	4
Assistant, .	—			—			Very few Assistants receive any thing								
Average per District, .	3	8	10	4	15	9	6	5	8½	7	11	4	8	2	9¼

The small number that attain the *highest* class, 22 or 2·3 per cent. of the whole, in ten districts, shows how unfounded is the charge which has been often made against the Board of unduly influencing our teachers to set their heart upon obtaining the highest classification open to them. The probationers show the number of newly appointed teachers, to supply the places of others who have retired or have been dismissed from the service; or, as in some cases, of those who undertake the charge of new schools. The number is 125; and five times this number would represent very nearly the number of probationers in the country at the end of last year. The important deduction from all this is, that our model schools and superior schools generally throughout the country, should be able to provide a corresponding number of well prepared persons annually, to be ready to fill up vacancies, to become substitutes for teachers in training, and to take charge of new schools; otherwise our probationers will continue to be what they unfortunately are in most cases, unsuitable and unfit to do more than *begin* to *learn* just as they are *beginning* to *teach*.

Amount of School Fees received by the Teachers in the respective Classes.—Table II., given below, is interesting, as it shows the average amount of school fees received by the teachers of the respective classes, in all the districts of the northern circuit, from Belfast to Donegal, and also in one of the midland districts of Leinster.

This table also exhibits some remarkable illustrations of the different influences that bear upon education in different localities; whilst at the same time it shows very plainly, that, generally speaking, a teacher of a high class is able to command a higher amount of fees than a teacher of a lower class. By running the eye up the column of averages for all the districts, it will be seen that each successive step from the probationer onwards, bears with it an increase of fees. The average for the probationer is £3 6*s.* 9½*d.*; for the next grade, £4 3*s.* 1⅕*d.*; for the next, £5 6*s.* 11$\frac{19}{20}$*d.*; for the next, £5 18*s.* 10⅖*d.*; and so on, gradually increasing until it reaches the second division of first class, when the average becomes £11 1*s.* 1⅕*d.* Here, however, the law ceases to operate, for the average for the first of first is only £9 0*s.* 3⅘*d.*,

II.

District 6, Donegal.			District 7, Strabane.			District 8, Cookstown.			District 9, Belfast.			District 27, Mullingar.			Average per Division of Class.			Class.
£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	
10	0	0	3	9	0	5	0	0	16	5	0	5	0	0	9	0	3⅘	1¹.
5	10	0	14	11	6	9	0	0	22	11	8	3	0	0	11	1	1⅕	1².
5	13	4	3	4	4	3	6	0	21	6	10	9	10	0	8	2	7$\frac{7}{20}$	1³.
3	6	7	5	7	7	7	5	0	13	9	7	8	15	0	6	19	5⅕	2¹.
3	12	4	7	7	5	4	18	0	10	11	6	7	4	0	5	18	10⅖	2².
2	18	5	4	17	1	3	17	0	10	9	0	6	7	0	5	6	11$\frac{19}{20}$	3¹.
1	18	6	2	11	5	4	1	0	10	2	5	4	2	0	4	3	1⅕	3².
0	11	5	3	2	7	3	15	0	6	14	10	3	2	6	3	6	9½	Prob.
beyond the Board's salary.									—			—			—			Asst.
4	3	9½	4	9	11	5	2	9	12	11	6½	5	17	6¾	-			Av. per Dist.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

which is lower than that of the second of first, but *higher* than *all* the other classes. But I look upon the first of first teachers as, in a measure, outside the competitive arena, and as likely to rest on their oars and husband their energies. The fact that such an exception should prevail is, however, a curious one; no doubt locality has much to say to it, but I should be anxious to see if the rule is the same in other parts of Ireland.

It is a gratifying result to observe that, excepting the case of the twenty-two teachers who compose the first of first class, as our teachers advance in classification, they also receive an increment to their school fees; and the fact is doubly important, as showing the fallaciousness of supposing that, as the government increases the payments of the teachers, the people, in a corresponding ratio, diminish their allowance of school fees. It may be said, that as teachers ascend in the scale of classification, the attendance at their schools also increases; so far the statement being true—and that the *additional fees* are received from the extra scholars. A glance at Tables II. and III. will, however, show this not to be the case. The average fees for the second of third teachers in the ten districts is £4 3*s.* 1½*d.*, and the average attendance at their schools is 33·5. Let the fees be represented by ten, and the attendance also by ten, the rate of increase in each division of a class is as follows:—

	Rate of increase in Fees.		Rate of increase in Attendance.
3^2 =	10	=	10
3^1 =	12·7	=	10
2^2 =	14·2	=	10·9
2^1 =	16·7	=	11·1
1^3 =	19·5	=	13·4
1^2 =	26·6	=	14·9

It is not, therefore, to the increased number of scholars *alone* that the law of progression in the fees is to be traced; the increased value of the teacher's services, as he advances in his career is, in my mind, the circumstance to which it is to be attributed. Some people say that a second of second class teacher is the *best* for a school; others think the first of second; some hit even upon the first of third; whilst it so happens that such people scarcely ever think of associating efficiency and worth with a first-class teacher. The foregoing table, and the above reasoning upon it, show that the verdict of the public, at all events, is in favour of teachers with a high classification, or as high as the first; and I must add, that my own estimate of the relative usefulness and efficiency of the teachers whose schools I inspected, pretty closely tallies with the relative rate of increase in the fees.

Table II. also shows how very differently teachers of the *same class* are remunerated in different localities; for instance, a teacher of the second of first receives (I speak of averages, of course) £22 11*s.* 8*d.* per annum in fees, in District 9 (Belfast); whilst a teacher of the *same* class receives only £5 18*s.* in District 1 (Letterkenny); £5 10*s.* in District 6 (Donegal); and £3 in District 27 (Mullingar). Again, take a teacher of the second of third class: in Belfast he receives £10 2*s.* 5*d.*; in Ballymena, £5 6*s.* 4*d.*; in Coleraine, £3 17*s.* 8*d.*; in Derry, £3 5*s.*; in Strabane, £2 11*s.* 5*d.*; in Letterkenny, £2 2*s.* 8*d.*; and in Donegal, £1 18*s.* 6*d.* As we travel from Belfast, coastwise and westward, the fees gradually diminish; and (excepting Donegal) the law holds good in respect to the average fees received by the teachers in those same districts. Begin at Belfast, and the average is £12 11*s.* 6½*d.*; then go to Carrickfergus, average, £8 2*s.* 9¼*d.*; then to Ballymena, average, £7 11*s.* 4*d.*; then to Coleraine, average, £6 5*s.* 8½*d.*; then to Derry,

average, £4 15*s.* 9*d.*; then Strabane, average, £4 9*s.* 11*d.*; and then to Letterkenny District, where it is least, average, £3 8*s.* 10*d.* It would not be difficult to explain the gradual diminution in the fees in the territorial direction I have just delineated; but I have not space to enter further into the question in my present report. There must, however, in this great disparity of payments in the different districts, be a strong inducement to teachers to remove from one school to another—a point to which I shall have occasion to refer immediately.

The following table shows the average attendance at the schools of the teachers in each class in the respective districts:—

TABLE III.

District.	Class.								Averages in each District.
	1¹.	1².	1³.	2¹.	2².	3¹.	3².	Prob.	
1. Letterkenny, .	44	38	29	33·6	32·2	27·1	33·1	26	31·6
2. Londonderry,	48·5	48	45·3	35·2	36·6	37·6	36·7	27·7	37·1
3. Coleraine, .	41·2	55·1	43	36·8	31·2	32·5	30·8	34	38·1
4. Ballymena, .	56	45	48	34	33·5	35	29·5	31	35·5
5. Carrickfergus,	42	65	48	38	40	35	29	26·5	40·4
6. Donegal, .	68	43·5	48·3	37·2	35·2	29	29·2	28·6	32·1
7. Strabane, .	32	40·5	34·5	36	34·8	32·6	35	31	34
8. Cookstown, .	72	43	41	36	38	31	37	33	41·2
9. Belfast, . .	68·7	66·5	72·4	51·1	48·9	41	38·1	39	49
27. Mullingar, .	122	51	40	36	36	35	37	29	48·2
Average in each Division of a Class, .	59·4	49·5	44·9	37·3	36·6	33·5	33·5	30·5	–

The foregoing table, when compared with the following table will show at a glance much that is highly interesting in the condition of our schools and teachers.

Table IV. shows the average number on rolls at the schools of the teachers in each class in the respective districts.

TABLE IV.

District.	Class.								Averages in each District.
	1¹.	1².	1³.	2¹.	2².	3¹.	3².	Prob.	
1. Letterkenny, .	82	78	69	73·6	70·5	63·6	62·7	55	69·3
2. Londonderry,	90·5	79	84·8	65·8	85·8	59·8	74	50·1	69·4
3. Coleraine, .	58	79	78	68·8	59·2	59·6	62·5	63	66
4. Ballymena, .	82	83	80	68	63	66	62	60	66·5
5. Carrickfergus,	77	103	77	72	70	59	55	51	70·5
6. Donegal, .	103	70	98·3	81·6	65·3	60·8	57·4	53	63·7
7. Strabane, .	67	74	66	62	73	59·5	69·8	61·3	65·7
8. Cookstown, .	120	75	86	70	77	62	63	69	77·7
9. Belfast, .	126·2	121·6	147·2	95·8	94·9	77·5	72·8	80·9	93·2
27. Mullingar, .	270	125	83	73	83	81	77	71	107·8
Average in each Division of a Class, .	87·5	88·7	86·9	73	74·1	64·8	65·6	61·4	–

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

Table III. shows that the average attendance increases in the districts in the following order :—

District.	Average attendance.
Letterkenny,	31·6
Donegal,	32·1
Strabane,	34·
Ballymena,	35·5
Londonderry,	37·1
Coleraine,	38·1
Carrickfergus,	40·4
Cookstown,	41·2
Mullingar,	48·2
Belfast,	49·

The next table shows the centesimal proportion of the average attendance to the average number on the rolls at the schools of the teachers in each class and in each district.

TABLE V.

District.	Class.								Averages in each District.
	1¹.	1².	1³.	2¹.	2².	3¹.	3².	Prob.	
1. Letterkenny,	53·6	48·7	42	45·6	45·6	42·6	52·7	47·2	45·6
2. Londonderry,	53·6	60·7	50·7	53·5	42·6	62·8	49·6	55·2	53·4
3. Coleraine,	71	71·1	55·1	53·5	52·7	54·5	49·3	54	57·7
4. Ballymena,	68	54	60	50	53	53	47·5	51·5	53·3
5. Carrickfergus,	54·5	63·1	62·3	52·7	57	59·3	52·7	51·8	56·7
6. Donegal,	66	62·1	49·1	45·6	53·8	47·4	50·8	53·9	50·5
7. Strabane,	47·7	54·7	52·3	58·1	44·7	54·8	50·1	50·5	51·8
8. Cookstown,	60	57·3	47·6	50·4	50·3	50	59·2	47·5	52·7
9. Belfast,	54·5	59·8	49·2	53·4	51·6	53	52·4	48·1	52·6
27. Mullingar,	45·1	40·8	48·1	49·3	43·3	43·2	48	40·8	44·8
Average in each Division of a Class,	57·4	57·2	51·6	51·2	49·4	52	51·2	50	–

One of the easiest and best tests for ascertaining at a glance the efficiency and real success of a teacher, is to measure the regularity in attendance of his pupils; for I find it to be an almost unvarying rule that wherever *education*, in the proper sense of the term, is going on, wherever a teacher makes knowledge interesting, and communicates it agreeably to his pupils, the centesimal proportion of the average attendance to the number on rolls is very great—in other words, there are few absentees. An examination of the foregoing table will show the relative attendance in different localities, and how far this attendance is affected by the classification of the teachers. The two first divisions of the first class have the greatest number in attendance compared with the number on the rolls, but there does not appear to be any regular gradation in the relative attendance lower down in the scale of classification. The schools in the Mullingar District have much the greatest number on the rolls, whilst the centesimal proportion of average to total is least in that district. Wherever schools are larger than the average, as town schools for instance, I find that the relative attendance is generally bad; and this I attribute to the circumstances that monitors are freely employed in such schools, that they are hardly ever properly prepared for their duties, and that no assistant can be employed (to be recognised by the Board), until the average attendance reaches 75. Children are not sufficiently attended to in such schools,

and the natural result is a fluctuating and irregular attendance. Again, the sparse nature of the population affects the attendance: and in the two districts which are chiefly in the County Donegal—a county in which the population is very thinly scattered—the attendance in proportion to the number on the rolls is least; whilst in the Coleraine and Carrickfergus districts, where the population is pretty dense, the relative attendance appears to be best.

I regret I have not space to enter more minutely into an analysis of the leading features of importance contained in the preceding tables, which I have drawn up with great care from returns made to me by the District Inspectors.

The next table shows the number of teachers in each class in the Poor Law Union Schools in each school district.

TABLE VI.

District.	Class.								
	1¹.	1².	1³.	2¹.	2².	3¹.	3².	Prob.	Total.
1. Letterkenny, .	–	–	–	–	–	–	1	2	3
2. Londonderry,	–	–	–	–	1	1	–	2	4
3. Coleraine, .	–	–	–	–	–	–	1	4	5
4. Ballymena, .	–	–	–	–	–	2	–	–	2
5. Carrickfergus,	–	–	–	–	1	2	–	1	4
6. Donegal, .	–	–	–	–	–	–	–	3	3
7. Strabane, .	–	–	–	–	–	–	1	2	3
8. Cookstown, .	–	–	–	–	–	–	–	2	2
9. Belfast, .	–	–	–	1	1	–	–	3	5
27. Mullingar, .	–	–	–	1	3	–	–	4	8
Total, . .	–	–	–	2	6	5	3	23	39

This table shows that there is no teacher in the first class in the ten districts to which the table refers; 20·5 per cent. of the total number are in the second class, and there is the same proportion in the third class, whilst no less than 59 per cent. are *Probationers only.* I cannot record this singular fact without expressing my anxious hope that those who have the control of Poor Law Schools will soon appreciate the importance of providing, not only properly qualified, but the very best qualified teachers, for the education of the large orphan class of children that must of necessity be inmates of workhouses.

Prison Schools.—In District 27 (Mullingar) there are two teachers of Prison Schools, and both are probationers.

Disposition of Teachers to change their situations: permanent nature of the teaching profession in this country.—It is a constant source of complaint amongst the District Inspectors that teachers are too easily induced to change from one school to another. In some districts, as, for instance, the Ballymena district, the expectation of £1 additional to his annual income will induce a teacher to leave one school for another, no matter how comfortably he may be situated. This proneness to constant changing is, I think, peculiar to a few localities in the north—although it is a disposition that to some extent prevails amongst teachers everywhere. The English Inspectors refer to it very frequently in their reports.* It is scarcely necessary to state that the schools

* See Rev. F. Watkins, Vol. I., 1848, 1849, and 1850, page 142; and again, Minutes of 1851, page 467. See also Rev. J. Gordon, Minutes, 1849, Vol. II., page 575; and Rev. H. L. Jones, Minutes, 1854, page 606.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

suffer by those changes of teachers, and that the very worst circumstanced schools are those that suffer most in consequence of the slight pecuniary inducement which they offer to teachers to remain in them. The remedy for this is, that Managers should enter into written engagements with their teachers, binding them to give a certain timely notice—say of three months—before leaving, and that the obligation as to notice should be reciprocal between managers and teachers. One of the drawbacks to education in the United States of America is that "the calling of teacher in the popular schools is not considered as a vocation for life, but merely as a transitory occupation for youth of both sexes; the schoolmaster does not there hold the position of an individual belonging to a fixed profession." * An inquiry some time since instituted in Massachusetts showed that of 3,517 teachers engaged in the schools of that state, but 470, or 13·3 per cent. of the whole number, had been teaching for upwards of four years. And in the school report for the state of New York, for 1844, it appeared that of 10,231 teachers engaged in the winter schools, there were but 788, or 7·7 per cent., above thirty years of age; whilst of 6,413 teachers engaged in the summer schools, there were only 422, or 6·5 per cent., above thirty years of age. In America male or female teachers seldom remain more than three or four years teaching: the males save money and emigrate to the west, to become colonists; and the females save up to provide dowries for themselves. In this country, however, teaching is adopted as a profession, men and women prepare themselves specially for it, and devote the early part of their lives to suitable training and study. A comparison of the number of trained teachers found in charge of schools at the end of 1854, with the number actually trained in the Training Establishment, will afford means for estimating the duration of the teaching profession in this country. The number of trained teachers engaged at National Schools at the end of 1854 was 2,298. The number of teachers actually trained up to 15th June, 1854, was—

	Males.		Females.		Total.
Ordinary Class, ...	2,905	+	946	=	3,851
Special Class (not previously trained),	72	+	47	=	119
Candidate Class, ...	75	+	324	=	399
Total, . .	3,052	+	1,317	=	4,369

Add to this number 142 of the Ordinary Class trained in the autumn of 1854, and say ten of the Special Class, who left the institution between June and December. The number in the Candidate Class is, however, fallacious, as many of them, although trained, never before or after training taught a school, and some of them were re-trained and counted in the Ordinary Class. The total number who were trained, and who actually took charge of National Schools after their training, up to the end of 1854, may be then pretty accurately stated as 4,400; and this compared with the 2,298 trained teachers then in the service of the Board, shows that 48·8 per cent. of the teachers that had been trained between 1834 and 1854—twenty years—had either died or left the Board's employment. At first sight this does not appear to show that *teaching* is a *life occupation* in this country; but it is to be remembered that the twenty years referred to were very remarkable years in the history of the country, and that none could have been more under the influence of the vicissitudes of those times than the teachers; and it is also to be remembered, that the extraordinary emigration which prevailed, and which for the three years ending with 1854, amounted to about

* The Educational Institutions of the United States, by Siljeström, page 184: London, Chapman.

650,000, must have carried away large numbers of our teachers in its terrible sweep, many of them, as I am aware, to try their fortunes at teaching in foreign lands. That so many as 2,298 had remained, badly paid as they were, argues strongly, I think, as to the permanency of the profession of the Irish National Teacher.

The following table exhibits the number of teachers in my circuit of ten districts, who, during the year 1855, changed from one school to another, left teaching for some other employment, or were dismissed by the Board for any cause whatever :—

District.	No of Schools in District.	Changed from one School to another in the same District.		Changed from a School in one District to a School in another.		Changed from teaching a National School to any other employment.		Dismissed for any cause whatever by the Board.		Total Changes.	
		Males.	Fem.	Males.	Fem.	Males.	Fem.	Males.	Fem.	Males.	Fem.
1. Letterkenny,	89	10	3	2	–	–	1	8	2	20	6
2. Londonderry,	104	5	1	1	–	3	1	18	6	27	8
3. Coleraine, .	105	3	–	4	1	2	1	2	–	11	2
4. Ballymena, .	103	10	–	6	–	4	2	5	1	25	3
5. Carrickfergus	137	4	–	4	–	3	–	1	–	12	–
6. Donegal, .	91	3	–	–	–	–	–	6	–	9	–
7. Strabane, .	111	2	–	1	1	1	1	1	1	5	3
8. Cookstown, .	131	5	–	1	–	4	–	5	1	15	1
9. Belfast, .	125	5	2	7	6	5	7	4	–	21	15
27. Mullingar, .	97	5	–	–	–	1	2	1	–	7	2
Total, .	1,093	52	6	26	8	23	15	51	11	152	40

The above table shows that fifty-eight teachers changed from one school to another in the same district; that thirty-four changed from a school in one district to a school in another; that thirty-eight left the profession of teaching altogether; and that sixty-two were dismissed by the Board for various causes: or that of the 192 changes—

47·9 per cent. were from one school to another;
19·8 per cent. were from teaching to some other employment; and
32·3 per cent. were dismissals.

It will be perceived that changes from one school to another are more frequent amongst the male teachers than the females—the proportion being nearly as six to one; and the reason of this is quite obvious: females, generally speaking, look for no more than competence, and they are satisfied with whatever enables them to subsist respectably, and secure a comfortable home; whilst men have the idea of *fortune* always alive in their imagination, and to obtain it they are seldom slow to contend against those instincts which bind people to home, to friends, to locality, and to early associations.

Thirty-eight, or one-fifth, of the changes were made by those who abandoned teaching altogether; and considering that there are 1,093 schools in my circuit, this number may be looked upon as indicating very forcibly the permanent character of the profession of the teacher in this country. Nearly one-third of the changes of this class were made in the Belfast District alone; and it is not to be wondered at, that in such a district, where there are numerous employments of a remunerative kind open to intelligent people, that so many should be lured away from the schoolroom to the office or the counter. The

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

number of dismissals is unfortunately large. Altogether it will be perceived that about seventeen and one-half per cent. of the schools had changes of teachers within the year 1855.

Schools in remote and thinly-peopled Districts.—I know of no question in connexion with the administration of the National system of more vital importance than that which relates to the establishment and maintenance of schools in remote and thinly-peopled districts. By the rules of the Board there must be an average attendance of at least thirty children to entitle it to a grant of salary; but the Commissioners, in special cases, reserve to themselves the right of making grants of salary and books when the average daily attendance is below thirty, upon the condition—

"That so long as the average daily attendance continues under thirty, the salary awarded shall not exceed that of a probationary teacher; but that whenever an average daily attendance of thirty pupils, for a period of three months, can be shown from the records of the school, the teacher will then be paid the amount of salary to which he or she may be entitled, according to the scale of classification."

The county of Donegal contains the districts that in my circuit are most unfavourably circumstanced as regards the location of schools and the maintenance of a sufficient average. The surface of the county is mountainous, and the population is exceedingly sparse, there being, on the average, but one person for every 4·67 acres. I have travelled, for instance, between Letterkenny and Dungloe, for upwards of fifteen miles, without meeting more than a few cabins dotted here and there on the road side, and always so far from one another as to render the establishment of a *permanent* school impossible. The wildest glens and mountain passes contain a stray cabin—a home and family doomed to ignorance and poverty, for the school is far away; and because it is so, the escape from poverty is still farther.

It has been shown by the English Census for 1851, that of the children between five and fifteen years of age who were *not* at school, forty per cent. of the boys, and fifty-three per cent. of the girls, were *not* at work; but no such state of things, nor any thing like it, exists in Donegal. Between field-work and house-work, and herding, it may be said, that the children of Donegal are employed for at least two-fifths of the year; and there are few who are entirely absent from school that are not engaged at some kind of employment. During the six months from the 30th of September to the 31st of March, 46·6 per cent. of the children on the roll are in average attendance; and during the six months ending 30th September, the per centage of the average is only 43·2, which shows how generally the children are withdrawn from the schools during the summer months. Now, when schools are paid by the average attendance, or when some minimum average is decided upon, a great deal of the fate of the school depends upon the ability of the children to attend regularly. A school may maintain the minimum average (thirty), for eight months; but if the average for the remaining months be reduced to ten—no unusual occurrence in Donegal—the average for the whole year would be only 23·3. By the last report, the average attendance at the schools of Donegal for the quarter ending—

31st of December, was	33
31st of March, was	41·6
30th of June, was	31
31st of September, was	31·3

But this return is for 259 schools situated in the best and the worst parts of the country. The quarter when attendance is best—that is, when

employment is slackest—is that ending 31st of March; and from the circumstances of the population, I am quite satisfied, that there are localities which could afford a sufficient average for three months, although for the remainder of the year the attendance would be so reduced that the average for the *whole* year would be too small to warrant the award of a grant of salary by the Board. I have made out the following table for the Donegal and Letterkenny districts, and it will illustrate what I am advancing.

Number of schools in which the attendance diminishes for—

	District 1.	District 6.
1 month, fifty per cent. below the average of the remaining months of the year,	8	12
2 months, " " "	10	21
3 " " " "	10	13
4 " " " "	16	10
5 " " " "	13	3
6 " " " "	12	2
7 " " " "	10	—

It thus appears that in those two districts, there are no less than eighty-nine schools in which the average diminishes fifty per cent. for periods varying from three to seven months, and in such schools, the average must be very high during the season of good attendance at school to maintain a sufficient average for the whole year. In District 1, there are thirty-five schools in which the average is reduced by at least fifty per cent. for periods varying from five to seven months.

The above table shows that there are in those two districts:—

20 schools that require an average of	31·3	for 11 months	to make 30 for	12 months.
31 " "	32·7	for 10 months	" "	
23 " "	34·2	for 9 months	" "	
26 " "	36	for 8 months	" "	
16 " "	37·5	for 7 months	" "	
14 " "	40	for 6 months	" "	
10 " "	42·3	for 5 months	" "	

Now, these schools are situated in wild places, where it is often impossible to collect so large an attendance; and the consequence is that many of them must be deprived of aid for want of a sufficient average. There are cases of still greater difficulty than those I have just given: there are schools where attendance almost entirely ceases for some months of the year. In District 6, alone, there are—

1 school where such happens	for 2	months.
1 " "	for 3	"
3 " "	for 4	"
1 " "	for 6	"

It is quite plain, therefore, that if schools are to exist in such parts of the country—and they are the parts of the country above all others where there is the most crying necessity for the diffusion of the advantages of education—there must be some modification of the rules in the mode of determining the award of grants of salary. There are three plans which suggest themselves to me:—

First.—To pay the full rate of salary for the months during which the attendance reaches thirty, and a capitation allowance for the attendance upon the remaining months of the year.

Second.—To pay such schools by capitation grants for the whole year round.

Third.—To appoint itinerating teachers in poor localities where the population is not dense enough to provide a reasonable average for any period of the year. Such teachers to have three schools each in their charge, and to give two hours per day, or two days per week, or four

months per year, attendance at each. Payments to be made by the gross average of the three schools. The adoption of any of these plans would secure schools to impoverished districts, that are at present without the means of education, and would save the grants to numerous schools that are at present, for want of the required average, on the verge of being closed. The first plan which I propose, appears to be a fair one to the teacher, and to the public also. Take the case of a school where the average per month for six months might be thirty-five, and for the remaining six months, only twenty. Now, this averaged for the year would not make thirty, and if the school were retained on the Board's list, it could be only with a probationer's salary to the teacher —that is £14. If the teacher were, supposing, first of second class, he would receive, according to this first plan which I propose, for the six months when his average is up to thirty, payment at his class salary, which would make £13 ; and for the remaining six months, the attendance being only twenty on the average, he would receive two-thirds of his class salary, which would make £8 13*s.* 4*d.*, or £21 13*s.* 4*d.* for the whole year, instead of £14, which is the most he could receive at present, by the rules of the Board.* It is quite clear, therefore, that the adoption of this plan would be an advantage to the teachers. It would also be an advantage to the public, for it would be paying for the teaching of those only who are actually under tuition. It would be affording a stimulus to the teacher to increase his attendance, and improve his school, and it would be opening the schools of impoverished districts, to the competition of properly qualified and high-classed teachers. At present few but those in the lowest class are found in such schools ; for a high-classed teacher by accepting such a school, would be incurring the risk of being paid only as a probationer, or of not being paid salary *by the Board at all.* The second plan—the capitation scheme—has been frequently discussed. The principle of capitation that I would desire to see adopted is, that some fixed number of pupils should constitute a school, and that the teacher of this fixed number should be paid what might be called a "*school salary* ;" but when the number would exceed or fall below the standard school average, the teacher's income should be increased or diminished accordingly. Let thirty, say, be the standard school average—a teacher whose average is forty would then have a capitation allowance made in addition to his salary ; and if only twenty, his salary would be decreased so much, on a capitation scale, below the full school salary. The average ought always be struck by the month. Schools in thinly populated places would then be sure of support, however small it might be. At present the chances are against them obtaining any thing in the shape of a grant.

The third plan is one to which I would invite the attention of the Board. It specially refers to those mountain localities where the population is so sparse and so poor that it would be impossible to collect or support a school of the ordinary average. If the parents were capable of conducting *family* instruction, schools could, in a measure, in such places be dispensed with ; but, unfortunately, Irish parents are not yet prepared for the discharge of so important a duty. In Iceland, a country containing a population of 70,500, there is but one school, and that a gymnasium, at Bessestad, for the higher studies ; and yet, through the instrumentality of *home education*, everybody is to some extent literate.† I know, however, of no other country

* In no case should the amount be lower than the salary awarded to a probationer—less could hardly support a person.

† The captain of the French ship, the "Artemise," stated in Kingstown, a short time since, that there are very few in Iceland who do not know Latin.

in which home education has been carried to any extent. In mountainous and thinly populated countries, the educational wants of the people are usually supplied by ambulatory teachers. In Sweden the parishes are divided into school districts; and whenever a district is too poor or too thinly populated to support a permanent school, a teacher is appointed to it, who itinerates from one part of it to another and gives instruction to all the children of part after part, in the order in which he visits them. Norway provides for the education of the great body of its people in this way; for by the most recently published accounts of the country, I find that whilst there were only about 200 permanent schools, there were upwards of 1,600 ambulatory schools. The same system prevails in the mountainous parts of Austria. In parts of Sardinia and Switzerland which I visited last autumn, I found all the schools closed, and learned that the teachers were all busily *teaching elsewhere*, but that they would return to the valleys again in winter, which is the Alpine school season.* In the Report for 1833, of the Committee of the General Assembly of Scotland, for promoting and increasing the means of education in that country, particularly in the Highlands and Islands, the itinerant school system is very strongly recommended. The Committee proposed that each teacher should have three stations, and that he should remain at each station for two years; and thus in a period of six years be able to communicate the rudiments of education to *all* the children of a very wide spread district. The Committee stated that their object in making this recommendation was, "to afford an opportunity of acquiring at least some portion of knowledge to the *whole* of the inhabitants." More recently (see Minutes, 1853, page 976) the Rev. H. L. Jones, Her Majesty's Inspector of Schools, advocated the establishment of ambulatory schools for the thinly populated parts of Wales; and, adopting the apothegm of Mahomet and the mountain, said—"that if the children cannot come to the school, the school, or rather the schoolmaster, must come to the children."† Now, there are parts of Donegal as unfavourably circumstanced as many of the places on the Continent to which I have alluded, where it would be futile to attempt to get up schools on the plan at present in force; and if the poor are not to be hopelessly abandoned to their ignorance, I see nothing for it but the adoption of the itinerating system. The details could be easily arranged. Each teacher might have three schools, and he might live in some central place between them. He should be paid by capitation on the aggregate attendance at the three schools, and his income should be such as would enable him to keep a mountain pony to carry him out and home every day. During the summer six months he should give an hour per day, or two days in the week of three hours per day, to each of his schools, the attendance being slack at this period; but during the winter six months he should give two clear hours per day to each school. The arrangement in the Swedish and Norwegian schools is something like this; and it has this advantage over *mere* winter schools, such as those in the north of Piedmont, and over such schools as those proposed in 1833, by the Committee of the General Assembly of Scotland, that it keeps the idea and the instru-

* A little boy, who was acting as waiter in an inn at Cormayeur, at the head of the valley of Aosta, appeared astonished that I should ask him, at such a season of the year, where I should find the school of the place. He said that I should have to wait until all the work would be over, before the teacher would return to open his school.

† In his Report for 1855, Mr. Jones again returns to this subject, and states:—"I beg leave, also, to reiterate my conviction, expressed two years ago, that in many districts of Wales, no other kind of teacher than a walking or riding schoolmaster will meet the requirements of the localities."—Minutes, 1855, page 545.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

ments of education constantly before the minds of the people. By the winter school plan, the teacher appears amongst the people like a bird of passage—he comes when the winter's snows begin to fall, and after tuning the ears of his pupils to the sweet notes of knowledge, and just as he is beginning to make them know them and like them, spring time is upon him, industry is out of doors again, and he flies away to other parts to labour on in his perpetual season of school-keeping. But whilst he is away the school door is closed, and much of one winter's work is forgotten before winter, with its books, and lessons, and school songs, comes round again. The plan of the Scotch Committee would keep the school open for two years and closed for four, and a school generation might in the mean time pass away. On the whole, I think the plan I propose the best for teacher and pupils. By this plan the aspect and influences of a permanent school are gained, whilst the operations of the teacher are distributed over an extensive area, and the poor boy of the mountain is secured that which is, at present, entirely beyond his attainment, a participation in the blessings and advantages of education.

Want of Schools in large Towns and Cities.—Besides the wild places to which I have been referring, there are other places also wild and desolate, if regarded in a moral point of view, which are sadly in want of the means of education; and these are the places in our large towns and cities in which are congregated the unfortunate, the impoverished, and the degraded. In a communication which I made to the Commissioners last year, I drew their attention to this important subject. The people to whom I refer are regarded with little or no interest by private individuals; they are in most instances beyond, or ashamed of, or opposed to, the approach of the clergy; they are not exactly the thieves of the towns, but they are the labouring people, whose employment is so unremunerative and precarious that they have to live *like* thieves and *amongst* them, in darkness, ignorance, filth, and vice. It is the enumeration of the families of persons of this class that swells the numbers in the Census Returns of non-school-going children. Take the town of Belfast for instance. The Census Returns of 1851 show that there were 22,615 children in the town who were five years old and *under* fifteen, and that of *these* there were only 7,816 in attendance at school upon any day during the week of the enumeration. Making all allowances for the errors of the enumeration, it may be fairly stated that about *one-half* the children of Belfast never enter a school at all; and, taking the most favourable view of the case, it is quite clear that there are upwards of 10,000 children wandering the streets of Belfast, who *ought* to be at school. A calculation which I recently made, based upon the returns of the National Schools of the town, tallies very closely with this estimate. There is no other way of ameliorating the condition of those children, than by planting well-built, well-furnished, and well-managed National Schools in the heart of those localities where the lowly and the wretched are most numerous. It devolves upon society to have a care for those unfortunate creatures; but a mistake must not be made in the organization of the schools that are intended for them. I do not believe that it tends to humanize neglected or vicious children to parade in capital letters upon the walls of the school-house, that it is a "reformatory," or a "pauper," or a "ragged school." My opinion is that such namings are favourable to the cultivation of no manly spirit or public virtue in the minds and hearts of the children. Let there be "reformatory schools" for convicted criminals, for it is only right that their criminality and the occasion for their reform should be kept in some prominent manner before their minds; but the "poor" and the

"ragged" deserve more consideration than to have their unfortunate condition ticketed upon their shoulders, or to be reduced in spirit because their lot is not more propitious.

School Libraries and Libraries for the Poor.—Every National School ought to have a library for the use of the senior and ex-pupils and the teacher; and the expense should be defrayed partly by the State and partly by the locality; but the desideratum in respect to libraries for the poor is, that good books may be so attainable that every family may, at a nominal cost, have a little library of its own. From the time that Mr. Thomas Mayhew started the "Penny National Library," the forerunner of all the cheap educational publications, down to the present, there have been enterprises of every kind undertaken by publishers, booksellers, and educational societies, to widen the field of cheap literature. In many respects there is little cause for grumbling at the present price of books; but the publications of the National Board are so *cheap* that, judged by their prices, all other books are comparatively *dear*. It would be desirable, therefore, that the Commissioners should keep a stock of books of an interesting nature, in their depository in Dublin, and supply them to the National Schools on the same terms as the books at present issued in "the sanctioned list;" and ex-pupils of National Schools should have the privilege of purchasing them at reduced rates. I seldom meet with a teacher who possesses a book in his stock outside the publications of the Board; and if it were only to announce the *names* of good books, to suggest courses of reading, and to excite a taste for general literature, the adoption of such a plan as that which I suggest, would lead to beneficial results. It may be objected that, inasmuch as the books in question should be free from every sectarian bias—in order to obtain circulation in the National Schools—it would be impossible or difficult to procure *good* books of this class in sufficient number to form a comprehensive list. But I have little fear upon this point. Two years ago the Charitable Institutions of Paris met in conference to form a catalogue of good books for circulation amongst the poor throughout France, and in their circular to the booksellers, inviting them to send in specimens of the kind of publication desired, they thus define "good books":—

"By "good books" the Committee of the Charitable Institutions does not merely understand elementary treatises and books of piety, to which this title has been given until now. It calls good books not only those which may edify the soul and those which may honestly recreate the mind, but all those that treat of every branch of human knowledge, of philosophy, of history, of archæology, of political economy, of agriculture, of the natural sciences, of the exact sciences, of all the useful arts, and of all the liberal arts, provided that the love of art, and of science, and of erudition, is not made in them, as is too often the case, a pretext for attacking the revealed science, the science of sciences."

With some trifling modification, the foregoing definition of "good books" would answer for any prospectus that might be issued by the Commissioners, and would indicate the class of works that could be legitimately diffused amongst the teachers and pupils of National Schools through their instrumentality. Publishers would soon find it their interest to produce such books. Should the Commissioners decline to *sell* the books as I have suggested, I would then recommend that a catalogue of *all* the educational works published in the English language during the year should be printed in the Annual Report, for the information of teachers, managers, and Board's officers.

Female Education.—When one reflects upon the terrible years that passed between 1841 and 1851, and then takes up the Census Returns, and compares the state of the population with respect to education in 1841 and 1851, he will find every thing to gratify and little to disap-

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

point him. In 1841, when the male population was 4,019,576, the number of males who could read and write was 1,288,059, whilst in 1851, when the male population was only 3,190,630, the number who could read and write was 1,168,840. This gives an absolute decrease of 119,217 in the number who can read and write; but in proportion to the population of 1841, this return for 1851 would be 1,472,090 able to read and write, or a *relative increase* of 183,931. It is, however, in female education that the country has advanced most. The female population in 1841 was 4,155,548, and the number of females who could read and write was 678,097. Between 1841 and 1851 the female population decreased 19·1 per cent., that is, the female population in 1851 was only 3,361,756, and yet the number of females who could read and write increased to 769,845. This gives an *actual* increase of 91,748 females who could read and write; and if the number were calculated in proportion to the population of 1841, the number who could read and write would be represented by 951,600, or a relative increase of 273,503!! Relatively, then, between the years 1841 and 1851 there has been an increase of 183,931 in the males and 273,503 in the females who can read and write. Again, in the number who can neither read nor write, there was an *actual* decrease of 4 per cent. in the male and of 8 per cent. in the female population. It is worth instituting an inquiry into the fact that female education has made such rapid strides between 1841 and 1851; and in this inquiry it will be necessary to take a glimpse at the organization of female education at home and abroad. In America 54·4 per cent. of the teachers of the winter schools, and no less than 84·8 per cent. of the teachers of the summer schools, are females. In Prussia, out of 29,631 teachers at the end of 1843, there were only 1,801 females, or 6 per cent. of the whole number. Here is a remarkable disparity in respect to the means of education between the new world and the great educational theatre of the old world. The transientness, already referred to, of the teaching profession in America, leads to the circumstance that there can be no great previous training or preparation required for it; for it would be preposterous to expect that a person would serve two years apprenticeship to a business at which he knew he should at the utmost spend altogether no more than four years. Females find such employment easy to attain; and as their object in America is to earn their own dowry and then get married, they are found in overwhelming numbers as compared with male teachers. In Prussia, on the contrary, the teaching profession is a permanent one; it receives the highest countenance from the State; it enjoys great civil privileges and military exemptions, and being so, it is a profession that can be approached only after careful training and long preparation. In the first place, then, it is no profession for a female who intends to marry young; and in the next place, the State is reluctant to spend large sums of money upon the preparation of persons who are liable to quit their employment so very soon. Mr. Joseph Kay, speaking of the female teachers of Prussia, Switzerland, and England, says, "that a young woman who has been carefully trained in a good normal college, makes so good a wife for men even in the middle classes of society, that she always marries soon after leaving the college."* If the development of the education movement in various countries be watched, it will be found that before educational reform had commenced, the female teachers were always in possession of the large majority of elementary schools; and the first signs of improvement were perceived in the gradual extinction of the class of teachers called "dames." These teachers

* Social Condition and Education of the People, Vol. II., page 111.

were got rid of, not because there was an objection to female teachers, but because they were unskilled in their art, and the difficulty of retaining skilled females who were appointed to take their places, gradually led to a striking reduction in the number of female teachers in the country. If, then, we are to have female teachers—and there are few who would refuse to acknowledge the superior education and better cultivation of the womanly graces and virtues that a girl would receive from a female as compared with a male teacher—we must have a body of devoted creatures, who will, in a measure, separate themselves a good deal from the world, and resign themselves entirely to the beneficent duties of their office. The female teachers of Prussia are examples of this class, for "it is generally understood among them that they shall not marry, but shall devote themselves, during the remainder of their lives, to the duties of school management and instruction."*

About 32 per cent. of our teachers are females, and, as I showed at page 89, they are in no way prone to change their position. A very small number of them are married—I am not aware of the exact number, but it is exceedingly small—and, as in most instances their husbands are the teachers of the male schools adjoining, they discharge their duties carefully and satisfactorily. But, after marriage, *home* is the abiding place of woman, the natural centre and seat of all her occupations, the cause of all her anxieties, the object of all her solicitude, and it is a deranged state of society that encourages her to seek employment beyond its precincts. There is very properly no influence in any shape or form, either from the Board, the people, or the Managers, directed towards discountenancing female teachers from marrying, or enjoying the most perfect freedom and right of action in every respect. That they are not, however, marrying very generally, and that they are clinging so faithfully and steadily to their occupation, are remarkable phases in the working of the National System. I find, upon referring to returns that are before me, that at the end of the year 1851, there were 553 trained female teachers in the Board's service, and that the total number of female teachers trained up to that period—that is, for ten years, as the system of training female teachers did not commence until February, 1842—was 725; so that the number that died or that left the service through marriage or otherwise, during the ten years in question, was only 172 or 23·73 per cent. of all the teachers trained. This, when taken into consideration with what I state at page 89, shows that the female teachers whom it is the good fortune of the Commissioners to have in their service, are persons who are resigning their whole lives to their profession; and when observed in relation to the review I have made of the Census Returns as to the advance of female education in Ireland, it shows pretty clearly that they are also resigning their best energies to the calls of their office. But there is another very important agency operating through the National System to advance female education in the country; I refer to the schools that are conducted by the nuns. By the last returns published in the Commissioners' Report, there were 102 Convent Schools conducted by nuns in connexion with the Board on the 31st December, 1854; and these were distributed over twenty-four of the thirty-two counties of Ireland. The number of pupils on the rolls of these schools, was 41,358, or about one-sixth of the total number of female children under instruction in the National Schools of the country. In the notes of my visits (see Appendix, Calender-street, Londonderry, and Tullamore), will be found the details of three of those schools which I inspected and reported upon last year, and also the details of my examination of an evening school

* Social Condition and Education of the People, Vol. II., page 110.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

in Belfast, conducted by the nuns; but I have from time to time visited many other schools of this class situated at different places. Convent National Schools are of importance, not alone because a most superior elementary education is imparted to children who attend them, but because they rear so many persons up to the teaching profession, and serve in so many respects, in an educational point of view, as models for imitation to other schools. One of Her Majesty's Inspectors of Schools in England,* in his annual reports has, over and over again, recognised the competency and ability of persons educated in those schools; and the number of teachers prepared in one of those schools alone, has been so great, that for years it has been referred to in the minutes of the Privy Council upon Education, as the "Doneraile Training Institution." The teachers of the Convent Schools are invariably ladies of the best education, of the most graceful manners and accomplishments, of the highest skill in teaching, of the most profound knowledge of human nature, and of the keenest appreciation of the wants of the poor. They approach the offices of teaching as a duty and not as a trade—not for pay, nor for fame, nor for distinction of any kind—and their labours have all the effectiveness of the volunteer, and none of the perfunctoriness of the labourer for hire. Their course of teaching is usually very comprehensive. Every department of science at all adapted to female education, every section of literature within the range of an English course, and every practical branch of domestic or industrial knowledge, are generally included in their daily routine course. Their school-houses are usually neat and commodious, well lighted and ventilated, and furnished with all the newest improvements in apparatus, fixtures, and school appliances. In many of the convents there are schools for the children of the aristocracy and the wealthier middle classes—not supported, of course, by public grants—as well as the National Schools for the poor; and it can hardly fail to have a salutary effect upon the poor to see the same teachers employed, and the same zeal exerted, for the rich as for themselves—for the opulent as for the penniless. I have met with no teachers more eager than the nuns, to advance the interests of the National System, to comply with the requirements of the Board, and to be loyally faithful to the Board's rules—to be more abhorrent of proselytism in any shape—to be more respectful and attentive to the suggestions of the Inspectors—to be more anxious to assimilate their plans of teaching and organization to those of the Normal Institution in Dublin—or to advance the education of the poor on safe, impartial, and honourable principles. Taking all these facts into consideration, and taking into account that the nuns are constantly producing the most exemplary and devoted class of teachers, that they have one-sixth of the females attending National Schools under their tuition, and that their influence in National Schools is spread over twenty-four of the thirty-two counties of the country, I think it may be reasonably stated that the Convent Schools share largely and conspicuously in the credit and honour which the country enjoys as to the recent advances made in female education.

Night Schools.—There is one night school in my circuit of districts which has occupied a great deal of public attention since its establishment—I mean the excellent school conducted by the Sisters of Mercy in Belfast, for the advantage of the female workers of the mills; but as adult education is a question of vast importance, particularly in this country, where there remained in 1851, notwithstanding the noble advance we made during the previous ten years, no less than 1,202,650 males, and 1,563,633 females, who could neither read nor write, I prefer deferring to give the Commissioners my views on this subject in my report for next year, rather than dispose of it in the cursory manner

* T. W. M. Marshall, Esq.

to which my space would compel me at present. In the notes appended to my report will be found details upon the Calender-street School, as also upon a very interesting school of this class at Whitehouse under the patronage of Miss Grimshaw.

Infant Schools.—In 1851 there were no less than 152,206 children, who were five years old, and 161,803 who were six years old, or between the children of both ages, 314,009, who were of a proper age for attendance at an Infant School. Upon examining the returns published by the Commissioners in their Twenty-first Report, I find that there were the following number of Infant Schools under the Board, with the following attendance at them :—

Provinces.	Number of Infant Schools.	On Rolls at these Schools upon the 30th September, 1854.		Total.
		M.	F.	
Ulster, . . .	12	643	804	1,447
Leinster, . . .	23	1,935	2,262	4,197
Munster, . . .	8	566	483	1,049
Connaught, . .	3	112	167	279
Total, . .	46	3,256	3,716	6,972

In addition to the above, there is a large number of Infant Schools in connexion with the Convent National Schools, and also in connexion with the workhouses, which, on account of having no separate roll numbers, are not regarded in the list as Infant Schools. In such cases the infant school is merely regarded as a department of the ordinary school; but some of the schools in which I have seen infant education most successfully pursued are schools of this class.

The Census Returns show that 31,737 children of five and six years of age, were attending school on some day of the week ending 12th April, 1851 : but if infant education is recognised as a sound educational step, this number, one in ten only of the children of the ages referred to, shows that much remains yet to be accomplished towards its development.

I hope to be able to give the Commissioners my views upon this question, upon some other occasion ; and for the present I beg to refer them to my special reports upon the Infant Schools which I inspected last year.

Managership.—I have made minute inquiry of the District Inspectors, and I myself have watched with very considerable concern, the working of the managerial system in the North. All my previous experience had led me to the conviction that the success of a school was secured, impeded, or entirely prevented by the nature of its management. I therefore took great interest in tracing the influence of managership upon the several schools which I inspected.

The instances are rare where the Manager visits his school often—enters fully into its operations—knows the details of the lessons, or the names or character of the pupils ; and I may add, that the instances are also very rare where the Manager visits even occasionally, to take a general look at the arrangements of the school, or to make an inspection of the school records. I know that the clergy of all denominations have much to do ; that the Catholic clergy, who are the Managers of the greater number of National Schools, have little time to spare after they have discharged their parochial duties ; and I do not pretend to cavil or find fault with these gentlemen ; but I am yet bound to add, that much of the effectiveness and public usefulness of our schools is lost through the inability or forgetfulness of Managers to visit them. Want of local

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

superintendence induces apathy on the part of the teacher—he has no one to say a friendly word to him, to advise him in a time of difficulty, or to sustain him in his combats with the prejudices of the parents; and the Government Inspector crosses the threshold of his door scarcely ever more than three times a-year. I find that the committee system which prevails so very much in the North, does not work so harmoniously or effectively as most people think it does. Committees are generally objectionable; for they are composed in rural places chiefly of persons who know nothing of education or school management, and in towns of people who are engaged in business, and have no time for visiting or superintending schools. The natural and legitimate Manager of a school is the clergyman—no matter what his creed, he is a man of education; the didactic element enters into his own functions, and he has a professional sympathy with those who teach, as well as an instinctive love for those who are taught. It would be, however, very important if clergymen were prepared, as they are in other countries, during their collegiate career, to undertake the superintendence of schools with more than the skill or qualification of the amateur. There ought to be a professor of pedagogy in every college or university where students are prepared for the clerical profession. The Prussian Government has for some years back paid great attention to this important question. By one of the laws of Prussia it is enacted, that every student for holy orders shall be compelled to produce a certificate that he has attended a normal training school for at least six weeks, and passed an examination, conducted by the principal of the normal school and his professors, in the science of education. This regulation is in force in Prussia since January, 1842; but it affects candidates for orders in the Protestant Church only. The Government, however, in July, 1842, addressed a circular letter on this subject to the Catholic bishops; and in reference to the result of their appeal M. Eugène Rendu* states:—

"La pensée élevée du gouvernement a été comprise. Le clergé Catholique a senti qu'il s'agissait pour lui d'une question de haute influence. Ce que le clergé Protestant faisait sous la pression de l'autorité, il l'a fait par le sentiment d'un grand intérêt moral: dans les provinces Catholiques de Prusse et dans le diocèse de Fulda, en Hesse, les jeunes ecclésiastiques, que des aptitudes spéciales et une vocation déterminée semblent désigner par avance aux fonctions de *Kreisschulinspectoren*, vont suivre, pendant six semaines ou deux Mois, les cours d'une école normale d'instituteurs. Je tiens de Mgr. l'évêque de Münster et de Mgr. l'archevêque de Cologne que le séjour des membres du clergé dans les *Schullehrer-Seminarien* produit, à tous égards, d'excellents résultats: les grands établissements de Brühl et de Kempen donnent à la fois aux provinces rhénanes et des instituteurs pénétrés de la pensée religieuse, et des ecclésiastiques en état d'imprimer à l'instruction du peuple une direction éclairée et pratique."

The bishop of Norwich, the Right Rev. Dr. Hinds (formerly chaplain to two Lords Lieutenant successively, Lords Bessborough and Clarendon), is reported by the Rev. Mr. Mitchell, Her Majesty's Inspector of Schools, to have made, so far back as 1851, the science of education part of his examination for orders; and it is also reported by the same gentleman, that at Cambridge University efforts have been made to effect some good in this direction.

Nothing of this sort is as yet being done in Ireland: on the contrary, although our Model Schools are usually situated in such places as are accessible to large numbers of clergymen and managers, very few, in some instances none, are known ever to visit them.

Examinations of Teachers.—I commenced the examinations of the teachers in the beginning of November, and concluded them in the early

* De l'Education Populaire dans l'Allemagne du Nord: par Eugène Rendu: page 104. Paris: L. Hachette et Cie., 1855.

part of January of this year. In conjunction with the District Inspectors, I examined male teachers in all the districts in my charge, and female teachers in nine of them, there having been no female candidates for promotion, or any summoned for depression by the Inspector at District 4 (Ballymena). The written examinations of the male teachers took place as usual at Easter. During the autumn, I revised the written answers with great care, and I may here take the opportunity of expressing my opinion, that this revision of the papers by the persons who are afterwards to conduct the oral examination, is one of the most vital and salutary features in the whole system of examination. After perusing the written papers, I selected the names of those whom I thought worthy of being recalled for oral examination. Probationers and teachers whom the District Inspectors recommended to be depressed, were summoned as a matter of course, no matter what their answering, and candidates for promotion were summoned only when they answered at least fifty per cent. of the printed questions satisfactorily. The written and oral examination of the females took place at the same time; and previously to commencing my tour through the districts, I addressed a letter which I had previously submitted to the Commissioners, to each of the Inspectors, in reference to the class of females who were to be summoned.

The following is an extract from that letter:—

"In forming a judgment with respect to the claims of a female teacher for promotion, you are to take into account—

"*a.* The average attendance at the school, and particularly the proportion which the average attendance bears to the number on rolls.

"*b.* Her influence on the minds and dispositions of her pupils; her success in leading them into habits of cleanliness, in creating in their minds a taste for knowledge and study, and improving their manners. &c., &c.

"*c.* Her method of teaching, and the extent of the instruction imparted in her school.

"*d.* The proficiency of her classes, and the observance of the school programme.

"*e.* The order, discipline, and organization of her school.

"*f.* The neatness and accuracy of the school accounts.

"*g.* The cleanliness and order of the school and premises.

"*h.* The nature of the industrial education given in the school.

"*i.* The attention paid to your hints and suggestions from time to time.

"*j.* If she be trained, the extent to which she is applying what she observed and what she was taught in the training department, to the requirements and general management of her school.

"*k.* The observance of the rules and regulations of the Board, and particularly of the practical rules.

"*l.* The general tone and aspect of her school."

The foregoing extract explains my views of the principles upon which candidature for promotion, &c., ought to depend; and in deliberating afterwards with the District Inspectors upon the results of the examinations, the same points were again taken into consideration before determining upon the class in which the teacher might be placed.

Number of Questions asked.—In the written examinations the number of questions for the males varied from 49 to 32 each; and for the females, from 20 to 18 each. In the oral examination the number of questions—independently of exercises in reading, parsing, dictation, and composition—for the males, varied from 213 to 83 each; and for the females, from 95 to 76 each. In all cases the number of questions was in a great degree regulated by the class of the teacher.

Male Teachers.—The following table exhibits the proportion of answers to 100 questions, on the average in each district, in the several branches in which the male teachers were examined *in writing*.

WRITTEN EXAMINATION—MALES.

SUBJECT.	DISTRICTS. 1. Letterkenny.	2. Londonderry.	3. Coleraine.	4. Ballymena.	5. Carrickfergus.	6. Donegal.	7. Strabane.	8. Cookstown.	9. Belfast.	27. Mullingar.	Proportion of Answers to 100 Questions, on the average in each Subject.
1. Grammar,	51·3	43·2	39·5	58·8	61·8	81·8	38·8	63·	50·	32·4	52·
2. Geography,	55·1	27·5	26·4	42·3	56·9	24·2	46·6	57·6	37 9	44·1	41·8
3. History,	100·	–	50·	50·	62·5	25·	–	–	87·5	–	62·5
4. Money Matters,	75·	40·7	58 6	77·2	79·1	82·2	58·3	72·9	78·5	60·7	68·3
5. Lessons on Reasoning,	–	50·	75·	91·6	37·5	100·	–	50·	95·8	75·	71·8
6. Lesson Books,	43·3	16·6	14·2	39·2	31·4	9·5	20·	35·	54·	14·2	27·7
7. Arithmetic,	73·3	56·6	48·5	69·	78·8	62·8	53·3	78·3	71·4	60·	65·2
8. Algebra,	50·	25·	25·	50·	62·5	75·	–	50·	62·5	50·	50·
9. Geometry and Mensuration,	37·5	25·	83·3	59·	63·8	60·7	58·3	70·8	50·	35·7	56·4
10. Natural Philosophy,	60·	20·	100·	80·	50·	100·	–	60·	70·	25·	62·2
11. Book-keeping,	33·3	27·7	23·8	57·8	40·7	47·6	11·1	38·8	76·1	38·	39·4
Proportion of answers to 100 questions, on the average in each District,	53·5	34·1	39·6	58·3	58·8	58·4	41·6	59·3	64·7	40·2	50·8

The next table shows the answering in the *oral examination* of the male teachers.

ORAL EXAMINATION—MALES.

SUBJECT.	DISTRICTS. 1. Letterkenny.	2. Londonderry.	3. Coleraine.	4. Ballymena.	5. Carrickfergus.	6. Donegal.	7. Strabane.	8. Cookstown.	9. Belfast.	27. Mullingar.	Proportion of Answers to 100 Questions, on the average in each Subject.
1. Grammar,	46·6	47·1	39·6	59·	42·2	53·9	37·5	39·1	54·2	52·8	47·8
2. Etymology,	66·6	55·5	46·	56·	45·9	54·9	50·	37·5	53·9	26·7	49·5
3. Spelling & Principles,	54·7	68·5	47·3	60·9	57·9	59·1	67·1	59 4	75·	57·1	60·7
4. Outline Maps,	72·2	38·	26·1	44·7	59·6	54·7	66·6	50·	50·	42·8	50·4
5. Geography,	50·	45·4	30·1	47·6	56·9	75·	41·6	20·	61·7	26·1	45·4
6. History,	50·	–	10·	40·9	37·5	17·8	50·	8·3	61·5	33·3	29·9
7. Money Matters,	35·4	28·5	64·2	63·2	36·9	57·1	30·	50·	68·1	57·1	46·
8. Reasoning,	8·3	–	70·	66·6	37·5	76·1	–	70·	76·4	33·3	43·8
9. Lesson Books,	56·6	26·1	34·2	46·4	50·6	56·8	40·	43·8	74·2	45·7	46·8
10. Arithmetic,	45·4	30·4	30·6	39·2	29·7	41·7	35·	40·4	44·8	37·7	33·9
11. Algebra,	66·6	–	50·	54·1	36·6	100·	–	50·	70·8	28·5	49·1
12. Geometry and Mensuration,	34·9	35·7	50·	53·7	57·1	65·9	35·	37·1	45·9	30 2	47·
13. Natural Philosophy,	67·3	–	80·	43·8	26·	64·	–	38·4	50·	37·5	44·9
14. Book-keeping,	43·	54·2	52·8	61·5	62·3	79·5	43·7	53·3	66·6	38·	53·6
15. Agriculture,	75·	19·0	52·3	–	–	–	25·	–	–	–	31·6
16. Method of Teaching and Rules of Board,	29·1	50·	46·9	51·5	56·8	52·	52·2	35·5	66·	33·3	48·5
Proportion of answers to 100 questions, on the average in each District,	48·8	41·3	43·2	52·9	42·7	60·	43·7	43·6	61·	41·4	49·4

These tables exhibit a great variety in the proficiency of the teachers of the several districts; but it is to be taken into account, that the bad answering of a district is often caused by the great number of probationers under examination, and the good answering, in a similar way, is affected by the absence of probationers from the lists of candidates.

The relative answering of the females at the written examination, may be learned from the following table.

WRITTEN EXAMINATION—FEMALES.

SUBJECT.	DISTRICTS.										Proportion of Answers to 100 Questions, on the average in each Subject.
	1. Letterkenny.	2. Londonderry.	3. Coleraine.	4. Ballymena.	5. Carrickfergus.	6. Donegal.	7. Strabane.	8. Cookstown.	9. Belfast.	27. Mullingar.	
1. Grammar, . . .	40·8	42·8	55·1	None Examined.	63·6	32 1	34·4	51·	39·3	41·4	43·
2. Geography, . . .	46·6	46·6	37·1		70·	29·1	52·	51·1	52·6	36·	48·3
3. Lesson Books, . .	46·6	66·6	25·		50·	50·	30·	50·	54·1	55·	47·6
4. Arithmetic, . . .	54·5	50·	56·		47·3	50·	58·3	48·8	22·3	40·	41·3
Proportion of answers to 100 questions, on the average in each District,	45·4	43·1	45·4	–	58·3	40·8	43·8	50·5	41·	43·	44·8

The answering at the oral examination of the same teachers is given in the following table.

ORAL EXAMINATION—FEMALES.

SUBJECT.	DISTRICTS.										Proportion of Answers to 100 Questions, on the average in each Subject.
	1. Letterkenny.	2. Londonderry.	3. Coleraine.	4. Ballymena.	5. Carrickfergus.	6. Donegal.	7. Strabane.	8. Cookstown.	9. Belfast.	27. Mullingar.	
1. Grammar, . .	36·3	26·6	44·	None Examined.	53·8	28·	35·2	36·6	29·7	42·	35·2
2. Etymology, . . .	56·5	29·1	60·		82·6	43·3	51·4	51·3	28·5	73·	50·4
3. Spelling & Principles,	59·2	48·8	62·6		73·3	53·8	44·	56·9	55·1	68·	56·7
4. Outline Maps, . .	61·1	44·4	50·		45·8	43·3	63·3	46·2	44·6	21·6	47·4
5. Geography, . .	41·2	30·	47·5		54·1	73 1	63·3	48·1	42·3	31·6	44·1
6. History, . . .	12·9	–	50·		69·2	1·5	16·6	37·1	24·5	63·6	25·7
7. Money Matters, .	35·9	61·1	–		–	45·	46·6	41·6	40·	46·6	40·4
8. Lesson Books, . .	50·1	35·7	49·		53·3	50·	47·5	53·6	48·9	68·	53·3
9. Arithmetic, . .	45·2	23·	40·		52·2	30·	38·1	36·4	34·	30.7	36·9
10. Method of Teaching and Rules of Board,	39·5	28·5	–		25·	56·6	42·8	41·6	48·2	37·5	43·7
Proportion of answers to 100 questions, on the average in each District,	46·4	35·9	51·6	–	56·6	43·7	45·7	46·6	40·3	45·5	44·7

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

Class of Questions.—Mr. Lingen in his instructions to Her Majesty's Inspectors of Schools states :—*

"The questions generally, without being vague, should be such as would naturally suggest themselves to a well informed person, and not such as might be thought to be curious rather than essential."

The questions which were proposed to the teachers by my colleagues and myself were, as far as practicable, of this kind. They were such as enabled us to learn the minimum and maximum knowledge of the teachers under examination, and, for the sake of economy of time, they were always of a tolerably *sifting* character, without being either perplexing or puzzling.

I shall just refer very briefly to a few of the subjects of the examination in connexion with which there are some points of importance worth noticing.

Writing.—I regret to have to report that the writing of the teachers is as bad as bad can be ; indeed, in some cases, I found it to be wholly illegible. They do not attach sufficient importance to penmanship in their examination, and they forget that the examiner of the papers must necessarily pass over, from sheer inability to decipher their scribbling, many questions that may possibly be correctly answered. When the reader of an examination paper cannot make out the sense of the argument on account of the badness of the writing of a line or two, or even of an important word here and there, he is not to presume that the teacher is right, and to give him the credit of an answer. In mathematical papers such cases often happen.

Composition.—Simplicity of style is seldom studied by teachers ; absurd and high sounding words are selected, and obscurity is passed off for profundity. The vocabulary of most of the teachers is very limited, and this is natural enough, owing to the narrow range of their reading and their seclusion from society ; but whilst the vocabulary is poor, it is unwise to use it as if it were rich and extensive. A man with only five shillings in his pocket is not likely to select half-crown articles for his purchases ; if he is prudent he will be satisfied with cheaper wares, some at sixpence and some at a penny, and people will admire his thrift because it harmonizes with his little means. I have much occasion to complain of teachers upon this head. When in the town of Donegal last November, I received a note from a third-class teacher full of errors of this sort, and ending—

"And without further prolapsis,
"I remain, &c."

If the writer of this note had expressed himself in more homely words —in words to which his tongue was familiar—he would have no doubt explained the object he had in view in writing ; as it was, no one could have made it out.

Spelling.—Teachers are very careless in their spelling in the written papers, except in the case of the dictation exercise, when they know that spelling is one of the main features looked after by the examiners. Of course, so long as the teachers as a body are not *readers*, they cannot be expected to be good spellers. Orthography is in most instances a memory of the eye. Were we to spell phonetically, it would, of course, be simply a matter of accuracy of *ear;* but since the letters or syllables are so seldom an indication of the exact sound of the word in our language, the faculty of correctness must be traced to the sense oftenest employed, which is that of *sight.* When our teachers, therefore, become careful and extensive readers, they will also become good spellers ; but not until then.

* Minutes of the Committee of Council, 1852, page 70.

Literature, History, &c.—I cannot report at all favourably of the answering on these subjects; even the selections of poetry scattered through the Board's books are unknown and unread by the majority of the teachers. A few of the candidates for the higher divisions of the first class displayed a fair acquaintance with general literature and history.

Mathematics.—The mathematical sciences, as I have already observed, are not favourite studies amongst the northern teachers, and they seldom do more than "*make up*" the minimum knowledge requisite for their examinations.

I would recommend that an alteration should be made in the mathematical part of the programme of the examinations of male teachers. I would recommend that for third class, two books of Euclid should be required; for second class, four books; and for first class, six books. At present the first-class teachers are examined in trigonometry, although they cannot be examined upon the propositions of the sixth book, upon which some of the simplest trigonometrical propositions depend. By not requiring *any* knowledge of Euclid from third-class teachers, although, inconsistently enough, we do require them to know mensuration (see page 72), about one half of the male teachers of the country are exempted from this important study; and this appears doubly strange, inasmuch as we require a knowledge of the subject from monitors in their third year, who *may* be in the schools of third-class teachers, and from candidates for the office of pupil teacher in our district model schools.

Logic.—Oddly enough, whilst our teachers neglect the great science just alluded to above, which is the widest and the best field for the exercise of the art of reasoning, they appear to revel in the study of the *art* itself. This is especially the case in the Belfast, Ballymena, Coleraine, and Donegal districts, where a great impetus appears to have been given to the study of this subject.

Natural Philosophy.—In a few districts the answering in natural philosophy was very good; but in the majority of the districts the answering was very poor. Teachers do not appear to enter upon this study until they actually require it for classification; that is, when they are candidates for the second class.

Results of Examination.—The answering upon the whole was very satisfactory; and the number of promotions from class to class was a fair average as compared with the returns published for other years.

Conduct at Examination.—I feel very proud in having it in my power to state that no single case of indecorum of any kind on the part of the teachers came to my knowledge; and I am perfectly satisfied that no body of persons in this or any other country could have left their homes and assembled together in a strange place, to discharge a public duty, with greater modesty of demeanour or greater general propriety of conduct.

Knowledge of Board's Rules possessed by the Teachers.—Nothing surprised me more than the almost universal ignorance exhibited by the teachers of the history of the National System, and of the fundamental rules of the Board. I may fairly state that I met with no single teacher—no matter what his standing or ability in other respects—who thoroughly understood the rules of the Board. Even on *vital* matters, the breach of which would lead to active interference on the part of the Commissioners, I found the teachers either filled with wrong and dangerous notions, or totally ignorant of their full spirit and meaning; and I can only account for the general observance of the rules of the board by the simplicity of their action upon the regulation of any ordinary school. The teachers, by a sort of instinct, know the *drift* of

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

the rules on fundamental points; during their visits the Inspectors inquire particularly into those points, and the newspapers and public generally happen to talk a good deal upon them; hence the *general knowledge* and general *observance* of them. But it is not indirectly or fortuitously that important knowledge of this kind should be obtained, and the working of the National System should not depend upon acquaintance with rules so acquired.

I have been very particular in my examination in this regard, and I would suggest that the Commissioners render it *compulsory* on the teachers to know the code of rules which is published for their guidance, and which *must* be suspended from the walls of every National School.

Eagerness of Teachers to attend the Examinations.—The most remarkable thing which struck me in connexion with the examinations of last year, was the eagerness of the teachers, particularly of the male teachers, to come forward for examination; and the failure of the greater part of them at the first stage of the examination—the written examination* —which disqualified them for candidature at the second, the oral stage. In the Belfast District, thirty-four male teachers came forward for examination, and only seven of them were afterwards examined orally.† Now, there is a multitude of evils in all this. In the first place, an examination becomes a routine annual thing, like saying a lesson or making out a return; neither sufficient thoughtfulness nor preparation is bestowed upon it, and it loses the solemnity and dignity which ought to be attached to it. In the second place, there is a great waste of the time of the Head and District Inspectors, particulary of the former, who have to read over the examination papers of those unqualified candidates, mark them, tabulate the answering, and do a great deal of clerical work in connexion with each teacher's case. Some people fancy that the Commissioners are mercilessly dragging the teachers from their homes every year, and subjecting them to the harassing torments of an annual public examination: whereas the truth is, that the teachers themselves, in the districts of the North of Ireland in my charge, are the persons most eager to swell the numbers at an examination. By the rules of the Board the teachers *must* come forward every fifth year, there being certain exceptions, and *may* come forward every year. In England the practice is different: after leaving a training school, a teacher must be in charge of an elementary school before he can be classed, and when classed he must remain stationary, for five years, on whatever class he shall then have obtained. I do not mean to recommend this or any analagous plan for adoption in this country, on account of the different and comparatively unfavourable circumstances in which teachers here are placed; but I do think that a rule ought to be made which would disqualify any teacher who *fails* at an examination from appearing again as a candidate for say at least two years. Such a rule would considerably diminish the evils of the present system. But whilst I recommend this rule, I must also say that I see the mainspring and the life of our institution in these annual examinations. Let it be the duty of all connected with them to render them as little irksome as possible to the teachers; and let it be cautiously observed that the teachers shall not abuse or play or toy with the privileges of candidature; but let there be no radical change in the system of annual examinations. The only opportunity the teachers of retired, isolated, and thinly populated places have of rubbing shoulder to shoulder with their brother teachers, or of receiving an exposition of the regulations of the

* The written examination precedes the *oral* generally by about five or six months.

† In addition, there were four of the thirty-four who, between written and oral examination, went away from their schools to be trained; two others were unavoidably absent.

Board, or of hearing of improved systems of teaching and examining, or of obtaining a direction for their studies, is the public examination; and so long as about forty-five per cent. only of our teachers are trained (see Twenty-first Report), such gatherings will be indispensable. I think that no teacher ought ever attain promotion by mere *scholarship*; schoolmastership ought to be always the leading element, a certain minimum amount of knowledge being of course, at the same time, required; I think that none ought ever attain the highest division of first class, unless after the most undoubted success as conductors of schools;* I think that when a teacher reaches the highest division of the first class, he ought to be permitted to rest there; but I also think, that, inasmuch as we are obliged to accept the services of upwards of 2,500 untrained teachers, of whom, therefore, we know very little, we ought to be very watchful of them, and we should, without quake or misplaced kindness, test their qualifications as often as possible. Limiting the privilege by what I have already said in reference to it, we should not, however, quickly close the avenue to promotion which is open to the teachers; nor, on the other hand, unless they are in the highest place in the classification, should we permit them to rest upon their oars, if they are so disposed. Joseph Lancaster has remarked, when speaking of the stimulus that animates men to action:—

"'The hope of reward sweetens labour,' and the prospect of something to be attained in future, animates the mind to exertion. No class of men are more useful to society, or rendered more happy by their labours, than those whose hopes depend solely on their own exertions. In proportion as hope increases, exertion keeps pace with it, almost beyond conception. The very nature of *expectation* is to operate as a wire-drawing machine to human industry; and in proportion as this sweetener of human toil is intermingled in our cup, so do we remit or increase our activity. Would the merchant trade, the mariner toil, or the husbandman plough, without the hope of profit, port, or harvest?"

Affording this stimulus may be said to be pandering to some of the *bad dispositions* of human nature; but in the case of the annual examination, the stimulus is tempered by a retrospect of the career of the teacher for the previous twelve months, and his merits are decided not alone by the exhibition which he makes when under the intoxicating excitement of the examination day, but very much by his goodness and usefulness from day to day, and month to month, in his school. The stimulus which develops such a disposition can hardly be characterized as pernicious, for it suggests the daily performance of good, and an uninterrupted devotion to duty.

In concluding this, my first General Report, I have to express an earnest hope that the account which I have given of the operation of the National System in the ten districts in my charge, may be regarded as satisfactory by the Commissioners. Here and there I probed a wound with apparent severity, but I was all the while conscious of the strength and constitutional vigour of the system; and I hesitated to write *freely* only when I had most occasion for praise, lest my report might appear to a stranger as partial or uncandid. The system has now attained its maturity, its action is safe and comprehensive, and it has only to pursue its course watchfully and patiently to effect the grand object of its institution—the education of the people, on broad and enlightened principles.

I have the honour to remain, Gentlemen, your very obedient servant,

The Secretaries,
Education Office, Dublin.

PATRICK JOSEPH KEENAN,
Head Inspector.

* "As a rule, they (the Lords of the Committee of Council on Education) intend henceforth to reserve the upper degree for those teachers who shall have given *sustained* proof of practical efficiency, corresponding to high attainments."—Minutes, 1854, page 23.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

APPENDIX A—(*See page 55*).

LIST of ARTICLES in the Cabinet of the Calender-street National Schools, Belfast, conducted by the Sisters of Mercy. Expense £2 15*s*.

First Tray.

Gold and Silver leaf.	Pimento.	Rice.
Coffee, raw and roasted.	Camphor.	Sago.
Currants.	White & black pepper.	Mustard and seed.
Raisins.	Cloves.	Saffron.
Prunes.	Capsicums.	Starch (potatoes).
Dates.	Cayenne.	Animal oil.
Black and green tea.	Ginger.	Vegetable oil.
Honey and honeycomb.	Cinnamon.	Vermillion.
Ivory.	Figs.	Mercury.
Vegetable ivory.	Chloride of lime.	Emery.
Fine sand.	Lime.	Nutmegs and mace.

Second Tray.

Cocoon.	Maize or Indian corn.	Hops.
Raw silk.	Wheat.	Linseed oil.
Silk.	Ear of wheat.	Flax seed.
Velvet.	Flour starch.	Hemp seed.
Satin.	Bran.	Beans and peas.
Cotton seed.	Groats.	Wool.
Raw cotton.	Oats.	Wool cloth.
Cotton yarn.	Pearl barley.	Worsted.
Cotton fabrics.	Barley.	Teasel Head.
Carder.	Malt.	Whalebone.
Flax.	Linen cloth.	Sail cloth.
Cocoa nibs.	Prepared cocoa.	Hemp, twine, and rope.

Third Tray.

Bees.	Irish moss.	Nut galls.
Cockchafer.	Iceland moss.	Logwood.
Cricket.	Resin.	Fur.
Butterfly.	Gum shell lac.	Tortoiseshell.
Cockroach.	Gum Arabic.	Horn.
Cork.	Spermaceti.	Stag horn.
Hazel nuts.	Beeswax.	Glue.
Walnuts.	Compass.	Gutta Percha.
Wafers.	Liquorice.	Macintosh cloth.
Honeycomb.	Liquorice root.	Indian rigs.
Sealing-wax.	Copperas.	Indian rubber.
Camomile flowers.		

Fourth Tray.

Tinfoil.	Lead ore.	Shot.
Tin.	Antimony.	Litharge.
Bismuth.	Sheet lead.	Printing types.
Pewter.	Bullet.	Solder.
Copper ore.	Lead pipe.	Zinc.
Sulphur.	White lead.	Sheet copper.
Blacklead or plumbago.	Red lead.	Iron ore.
German silver.	Lead wire.	Nail.
Silver plated.	Copper wire.	Cast-iron.
Brass.	Iron wire.	Sheet-iron.
Forged-iron.	Wrought-iron.	Silver wire.
Steel.	Watch spring.	Magnet.

Fifth Tray.

Chalk.	Fullers' earth.	Willow or osier.
Limestone.	Slate.	Seaweed.
Marble.	Spar.	Snail shell.
Freestone.	Sponge.	Periwinkle.
Granite.	Glass.	Wilk.
Cannel coal.	China.	Limpit.
Flint.	Earthenware.	Mussel.
Clay.	Rocksalt.	Cockle.
Pipeclay.	Alum.	Oyster.
Pumice stone.	Coral.	Pearl oyster.

Sixth Tray.

Logwood.	Boxwood.	Leathers:
Poplar.	Oak bark.	Sheep.
Teak.	Ebony.	Chamois (wash).
Oak.	Cane.	Lamb.
Beech.	Mahogany.	Cow.
Fir wood.	Seahorse.	Horse.
Maple.	Rosewood.	Calf.
Pasteboard.	Millboard.	Buffalo.
Paper.	Knife and scissors.	Card board.

APPENDIX B—(*See page 55*).

WALL DECORATION.

The walls of the Latin Grammar School* are enriched and adorned with inscriptions in the Greek and Latin language and character. These are not merely apothegms of wisdom, but mementoes of duty. They are fitted to inspire the pupils with noble sentiments, and are the appropriate "Genius of the place." The interior of the English School is adorned in a manner no less appropriate and useful. In the centre of the ceiling is the circle of the zodiac, twenty-nine feet in diameter. The ventilator, three and a-half feet in diameter, represents the sun, the spots being designated upon the nucleus in conformity to the latest telescopic observations. The divergence of the solar rays is also fully exhibited. The earth is represented in four different positions, indicating the four seasons. The moon also is described in its orbit, and its position so varied as to exhibit its four principal changes. The globular form of the earth is clearly shown, and lines are inscribed upon it representing the equator, tropics, and polar circles. The hour lines are also marked and numbered. The border of the circle represents, upon its outer edge, the signs of the zodiac with their names, and within, the names of the months. The signs are divided into degrees, and the months into days, both of which are numbered. The thirty-two points are marked upon the inner edge, the true north, and magnetic north being correctly indicated—the variation of the needle having been ascertained by a recent series of observations. The circle of the zodiac, as thus described, being enclosed within a square panel; the exterior spaces in the four angles are filled up as follows:—

The western angle exhibits the planet Saturn and his rings and belts, as seen through a telescope, and his true size in proportion to the sun,

* High School, Salem, United States of America.

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

supposing the circle of the sun to represent the sun. The eastern angle exhibits Jupiter, with his belts, of a size similarly proportionate. The other primary planets and the moon are described, according to their relative sizes, in the southern angles. In the northern angle is a succession of figures, designed to represent the varying apparent size of the sun as seen from the different planets. In the ceiling there are, also, two oblong panels, one towards the western, the other towards the eastern extremity. The western panel contains a diagram which illustrates by their relative positions the distances of the several planets, primary and secondary, from the sun, which is placed at one end of the panel. The several planets are designated by their signs, and the figures placed opposite to each show how many millions of miles it is distant from the sun. The satellites of the Earth, Jupiter, Saturn, and Herschel are described as revolving in their orbits around their respective primaries. The eastern panel contains a diagram which illustrates the theory of the solar and lunar eclipses. The moon is represented in different parts of the earth's shadow, and also directly between the earth and the sun.

Upon four sides of the room, in the space above the windows and doors, eight panels are described, containing as many diagrams, which illustrate, successively, the following subjects :—1. The different phases of the moon; 2. The apparent direct and retrograde motions of Mercury and Venus; 3. The moon's parallax; 4. The commencement, progress, and termination of a solar eclipse; 5. The diminution of the intensity of light, and the force of attraction in proportion to the increase of the squares of distance; 6. The transit of Venus over the sun's disc; 7. The refraction of the rays of light by the atmosphere, causing the sun, or other celestial bodies to appear above the horizon when actually below it; 8. The theory of the tides, giving distinct views of the full and neap tides, as caused by the change of position, and the relative attraction of the sun and moon.

The two panels over the door represent, respectively, the remarkable

APPENDIX C.—REGISTER OF ———

Register Number.	Date of Entrance. 185	Pupils' Names.	Month and Year of Birth.	Religious Denomination.	Residence.	Occupation or Means of Living of Parents.	Time previously spent in Education.		Reading Books.						Sacred Poetry.	Scripture Lessons.	Grammar.				Geography.		
							First commenced in the Month and Year.	Total Amount of Actual Attendance.	1.	2.	Sequels.	3.	4.	5.			Parts of Speech.	Parsing and Syntax.	Derivation.	Composition.	Maps *only*.	Local & Descriptive.	Physical and Mathematical.
								Years.															

comets of 1680 and 1811; and the theory of cometary motion, as described in the plates attached to Blunt's *Beauty of the Heavens.*

The diagrams in the large panel, upon the north side of the recitation platform, represent the relative heights of the principal mountains, and the relative lengths of the principal rivers on the globe. The mountains and rivers are all numbered, and scales of distance are attached by which the heights and distances can be readily ascertained. The relative elevation of particular countries, cities, and other prominent places, the limits of perpetual snow, various kinds of vegetation, &c., &c., are distinctly exhibited.

The diagram on the corresponding panel, on the south side of the recitation platform, represents a geological section, the various strata being systematically arranged, and explained by an index. The spaces between the windows, upon the north and south sides of the room, are occupied by inscriptions, in which the diameter, hourly motion, sidereal period, and diurnal rotation of the several primary planets, and the earth's moon, are separately stated, according to calculations furnished for the purpose by Professor Pierce, of Cambridge. The hourly motion and sidereal period of the four asteroids are also stated in corresponding inscriptions upon the western side. The diameter and rotation of the sun are inscribed upon the edge of the circular recess, beneath the ventilator.

Over the frontispiece, which surmounts the recess upon the teacher's rostrum, is a beautifully executed scroll, bearing the inscription—

"Order is Heaven's first law."

This motto may be regarded as peculiarly appropriate, whether viewed as explanatory of the celestial phenomena which are figured upon the wall, or as suggesting the principle which should guide the operations of the school.

The clock is placed within the recess, upon the wall of which the course of studies prescribed for the school, and arranged into two divisions, is conspicuously inscribed.

NATIONAL SCHOOL—(*See page* 61).

Arithmetic.						Writing.			Extra Branches.											Total No. of Days of *General* Instruction.		Date on which Pupil's Name was *Struck off* Roll and Register.	Character of Pupil, Cause of Withdrawal, and Destination.
Tables *only.*	Notation and Simple Rules.	Compound Rules.	Proportion to Practice	Practice and above.	Mental.	On Slates.	On Paper.	From Dictation.	British Poets.	Mensuration (*a*).	Geometry (*b*).	Algebra (*c*).	Book-keeping.	Trigonometry (*d*).	Reasoning (*e*).	Agriculture.	Navigation (*f*).	Music.	Drawing.	Physical & Applied Science.	School was open to Pupil from Date of Entrance to last day of Attendance.	Of which Number Pupil was *Present* and *Absent.*		

APPENDIX G.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

P. J. Keenan, Esq.

APPENDIX D—(*See page* 65).

SCHOOL PROGRAMME in use at WEST HAM SCHOOL.

Scale of Proficiency for the First Class.—The first class will be expected to have a general knowledge of the Old and New Testaments, especially of the Pentateuch, the historical books, Gospels, and Acts of the Apostles. To repeat the Church Catechism, with Scripture proofs, and to know "Faith and Duty." To work sums in the first four rules, simple and compound, simple and compound proportion, simple and compound interest, and vulgar and decimal fractions. To have a general knowlege of the four quarters of the globe, and to draw maps of each and of any country from memory. To parse the more difficult sentences. To have a general knowledge of the Fifth Book (Irish). To have a general knowledge of the history of England. To give the meaning of the more difficult words in the Fifth Book (Irish). To make neat drawings of objects.

Scale of Proficiency for the Second Class.—The second class will be required to answer questions on the Pentateuch, the Four Gospels, and the Acts of the Apostles. To repeat the Church Catechism, with Scripture proofs, and to know the "Faith and Duty." To work sums in the first four rules, simple and compound, simple and compound proportion, reduction, practice. To have a general knowledge of the geography of Europe, the British Empire, and Palestine, and to draw maps of these from memory. To parse sentences of ordinary difficulty. To have a general knowledge of the Fourth Book (Irish). To have a general knowledge of the history of England. To write correctly from dictation.

Scale of Proficiency for Third Class.—The third class will be expected to answer questions on Genesis, Exodus, and the Four Gospels. To repeat the Church Catechism correctly, and to know the "Faith and Duty" to page 18. To work sums in the first four rules, simple and compound, reduction, and simple proportion. To know the geography of the British Islands and Palestine, and to draw a map of each from memory. To parse simple sentences. To have a general knowledge of the Third Book (Irish). To write out the tables of weights and measures from memory. To write from dictation.

Scale of Proficiency for Fourth Class.—The fourth class will be expected to answer questions on the Four Gospels. To repeat the Church Catechism correctly, and to know the "Faith and Duty" to page 14. To work sums in the first four rules, simple and compound, and reduction. To know the geography of England and Palestine, and to draw a map of each. To point out the parts of speech in a simple sentence. To have a general knowledge of the Third Book (Irish) to page 139. To write out the pence and shilling tables from memory. To write from dictation.

Scale of Proficiency for Fifth Class.—The fifth class will be expected to answer questions on the principal events related in the Four Gospels. To repeat the Church Catechism correctly to the beginning of the Sacraments. To work sums in the first four simple rules. To know the geography of England. To have a general knowledge of the Second Book (Irish). To write out the multiplication and division tables correctly. To write simple sentences from dictation.

Specimens of Writing suitable for Females referred to in Mr Keenan's General Report. (see Page 70.)

Specimen A.

I once did hold it, as our Statists do,
A baseness to write fair, and labour'd much
How to forget that learning; but, Sir, now,
It did me yeoman's service.

Specimen B.

When fragrant beauties strike the reader's view,
We must not guarrel for a word or two;
But pardon equally to books or men,
The slips of human nature and the pen.

Scale of Proficiency for the Sixth Class.—The sixth class will be expected to answer questions on the life, miracles, parables, &c., of the Saviour. To say the Church Catechism to the beginning of the Lord's Prayer. To work sums in addition, subtraction, and multiplication. To write their tables. To have a general knowledge of Second Book (Irish) to page 74. To write simple sentences from dictation.

Scale for the Seventh and Eighth Classes.—The seventh and eighth classes will be expected to answer questions on the life, &c., of the Saviour. To know the Creed, Lord's Prayer, and Ten Commandments. To work sums in addition and subtraction. To read the First and Second Primers. To write neatly from copies.

Appendix E.—Notes and General Remarks

1 Refers to the Materials and Fitness of the Schoolhouse and Premises; 2, to the Furniture; Qualifications; 5, to the Proficiency of the Pupils; and 6,

No. of District.	Date of Visit.	Name of School.	Roll No.	County.	Average Number on Books for 12 Months.	Average Attendance for 12 Months.
3	6th June, .	1. Cloughcorr, . .	23	Antrim, .	56+32	12+12
3	11th June, .	2. Ballycastle, . .	6,819	Do., .	103+51	60+22
1	22nd June, .	3. Bohunny, . .	4,035	Donegal, .	57	29
1	28th June, .	4. Drumbrick, . .	5,653	Do., .	53	22
1	28th June, .	5. Currin, . . .	6,640	Do., .	54	25½
1	28th June, .	6. Tierlynn, . .	3,617	Do., .	64	21
9	3rd July, .	7. Portadown, Male, .	5,356	Armagh, .	84·1+0	48 +0
9	4th July, .	8. Joy's Entry, Belfast,	6,798	Antrim, .	69·8+43·2	33·8+20
9	5th July, .	9. Ballymacrickett, .	2,828	Do., .	46 +29	20 +13·6
9	6th July, .	10. Berry-st., Belfast, .	6,519	Do., .	53·9+23·8	25·1+ 6·4

1. *Cloughcorr.*—1. Dingy looking—in bad repair. 2. Adequately furnished; maps wanted. 3. Time-table badly constructed; instruction almost exclusively individual; no sale stock; order good; children deficient in cleanliness. 4. Not trained; manner pretty collected and earnest; method entirely mechanical; stammers a little. 5. But two children could read, and those were the teacher's own; the simplest elements of grammar, geography, and arithmetic wholly unknown. 6. A most backward, unpromising, and wretched school; the people of the locality careless and indifferent about the education of their children.

2. *Ballycastle.*—1. Neat; in excellent repair; school-room cheery looking. 2. Well furnished; no lines painted on floor to denote the classes. 3. Time-table injudicious; three unpaid monitors in the school, who are well qualified; simultaneous instruction occasionally carried on; school accounts neither accurate nor neat; children very clean, but disorderly; discipline unsteady, master at one time too lax, at another time too severe; corporal punishment freely resorted to. 4. Trained; in second division of first class; manner very anxious but modest; method of teaching skilful and technical; discharges his duties rather perfunctorily, and makes no attempt to do more than *instruct*. 5. Parsing and geography neglected; the boys not sufficiently advanced in arithmetic, and the girls not taught needlework of any kind; two boys learning mensuration. 6. Aspect of school lively and business-like; the number in attendance far too high for one teacher; the children have no books for home study.

3. *Bohunny.*—1. Walls muddy and dirty looking; ground damp and cold; ventilation good. 2. One desk and a rostrum only in the school; not a single tablet or chart on the walls; no black board; few books of any kind. 3. Time-table, such a one as would be very judicious in a larger and better school, but unsuitable for this school; pupils tolerably well classed; accounts accurate; children clean and orderly; school walls quite black from the previous winter's smoke. 4. Not trained; a probationer, although seventeen years a National Teacher; manner flighty, excitable, and eccentric; utterly incompetent. 5. No child as far advanced in arithmetic as the first four rules; none acquainted with the parts of speech or the map of the world, and none writing on paper. 6. This school is situated in a wild and desolate part of the country, and on account of the difficulty of obtaining a suitable teacher for it, the present incompetent master has been retained on trial from year to year.

N.B.—The teacher was dismissed by the Board upon the report I made after visiting his school.

4. *Drumbrick.*—1. Not at all adapted for a school; house just one step above the class of common cabins. 2. Very little furniture in the room. 3. Time-table good and adhered to; pupils rightly classed; supply of books and requisites very inadequate; order good; children deficient in cleanliness. 4. Teacher trained in 1850; class, first division of third; manner intelligent; method of teaching skilful. 5. The few children who were present had scarcely any knowledge of the simplest subjects; one of the girls could read the Fourth Book with ease and intelligence. 6. Teacher well suited for her business; she is intelligent and skilful, but evidently greedy to make money by farming, turf making, &c., for her hands were quite black with the dye of weeds, and rough from hard work in the field or the bog; her dress, too, was slovenly and unbecoming.

5. *Currin.*—1. Well fitted for the purposes of a school; in good repair; ground floor. 2. Adequately furnished as to desks; no black board, globe, or other apparatus. 3. No time-table in the school; pupils badly classed; school accounts very negligently kept 4. Not trained; manner sluggish and disagreeable; method slow and stupid; his sight very much impaired; decidedly unfit to conduct a National School. 5. Excepting the mechanical acquirements of reading and writing, the children know absolutely nothing. 6. Aspect of the school as cheerless as it is possible to imagine.

N.B.—This Teacher has been since removed from the service of the Board, but in consideration of his good character the Commissioners allowed him one year's salary on retiring.

6. *Tierlynn.*—1. A thatched house, and entirely unsuitable. 2. Very badly furnished; one tablet only

upon Schools inspected by Mr. Keenan, during the year 1855.

3, to the Organization, School Accounts, and Discipline; 4, to the Teacher, his Class and to Points of General Interest in relation to the School.

On Rolls at time of Visit.	Present at time of Visit.	Average Age.		Income from									Total Income.		
		Males.	Females	Board.			School Fees.			Other Sources.					
				£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
46+27	14+6	7·3	8·5	15	0	0	5	0	0		–		20	0	0
67+38	48+34	9	9·4	30	0	0	9	0	0		–		39	0	0
60	9+2	8·6	7·5	11	0	0	6	7	11½		–		17	7	11½
55	5+1	7·8	9·	13	0	0	2	0	0		–		15	0	0
40	3+1	8·3	6·	18	0	0	1	0	0		–		19	0	0
65	–	–	–	11	0	0		–			–		11	0	0
85+0	61+0	9·8	–	20	0	0	9	14	11	10	0	0	39	14	11
71+48	44+31	8·	7·5	22	0	0	18	7	8	8	0	0	48	7	8
42+28	22+10	8·9	7·7	20	0	0	3	18	5		–		23	18	5
26+11	21+4	8·5	8·	18	0	0	15	0	2	8	0	0	41	0	2

on the wall; no large black board, nor map, nor globe, nor apparatus of any kind. 3. School accounts falsified; the whole of the free stock not in the school. 4. He is upwards of sixty years of age; not trained; has been seventeen or eighteen years in the service of the National Board; has been frequently examined by the Head and District Inspectors, and always failed to obtain a class; he receives £11 per annum from the Board; he pays £1 5*s.* a year rent for the school-house, and teaches the landlord's children *gratuitously*; he is in a state of dotage, brought on by physical infirmity, *poverty*, and disappointment; is altogether unfit for his position. 5. There were no children present at the time of my visit. 6. This school is situated in a wild mountainous place, where education has been and continues to be very much neglected.

N.B.—The grant had been withdrawn from this school at the time of my visit; but the Board's order had not been then intimated to the District Inspector or myself.

7. *Portadown, Male.*—1. Good house, in excellent repair. 2. Furniture good, and judiciously arranged. 3. Time-table not at all judicious; pupils not carefully classed; too much simultaneous instruction; children exceedingly disorderly and untidy. 4. Trained; method of examining unskilful; fairly qualified for his duties. 5. Grammar, geography, and dictation, very bad; reading very good; writing only very middling. 6. Tone and aspect of school rather unsatisfactory.

8. *Joy's Entry.*—1. The school is held in the upper story of an old brick house; the under stories of the house belong to private people; the floor of the school-room in a most dangerous state, being full of holes; the air in the hall and stairway leading to the school heavy and sickening. 2. Furniture pretty good; a great want of charts, tablets, &c. 3. Time-table excellent; pupils well classed; discipline rather unsteady and ineffective; a good supply of books and other school requisites. 4. Trained, 1847; well fitted for his business; method of teaching intelligent and skilful; examines pretty animatedly and judiciously; omits taking advantage of objects, forms, &c., in his lessons. 5. The average time which the children who are at present on the rolls have spent in the school is 152 days, and, taking into account their youth and ignorance upon entrance, it is hardly fair to expect much proficiency from them; they are very deficient in grammar, geography, and arithmetic. 6. Irregularity in the attendance of the pupils is the great impediment to success in this school.

9. *Ballymacrickett.*—1. A good slated house, in excellent repair. 2. Furniture good, and pretty fairly arranged; no black board. 3. Time-table most injudicious;—it is simply as follows: From 9 to 12 o'clock, grammar, geography, and reading; from 12 to 3 o'clock, writing, arithmetic, &c.—pupils not properly classed; accounts accurate and neat; large sale-stock in the school; the children are the neatest and most orderly I have met with in Ulster; discipline good. 4. Not trained; class 2^2; sixty years of age; forty-two years a teacher, and sixteen in the service of the Board; his utterance is becoming thick and indistinct, and his hearing is failing; manner feeble and somewhat peevish; method of examining slow and incoherent. 5. Very deficient in grammar, geography, arithmetic, and writing; reading fair; the children are, however, smart and intelligent. 6. The neat house in which this school is held was built expressly for the teacher by the people of the locality, so high was his repute as a teacher at the time.

N.B.—The teacher of this school has been since removed from the Board's service; but in consideration of his long standing and public usefulness, he has been allowed a gratuity of two years' pay.

10. *Berry-street.*—1. The upper stories of an old brick house; the shop is occupied by a tailor, who sells old clothes. 2. Furniture sufficient; a black board; a set of large maps; tablets. 3. Time-table very fair; pupils pretty well classed; accounts accurate and neat; order very bad; children very untidy; discipline extremely lax. 4. Not trained; class 3^1; manner very flighty; method of teaching skilful and intelligent; is rather talkative and somewhat pedantic, but appears to have great zeal and perseverance; he teaches an evening and a morning school, and *maps* for surveyors and engineers. 5. Very deficient in grammar, geography, arithmetic, and writing. 6. This school is situated exactly in the spot where a *Town Divisional Model School*, that would accommodate 40 boys, 40 girls, and 30 infants, ought to be built.

APPENDIX E.—NOTES and GENERAL REMARKS upon

No. of District.	Date of Visit.	Name of School.	Roll No.	County.	Average Number on Books for 12 Months.	Average Attendance for 12 Months.
9	9th, 10, and 13th July,	11. Calender-st., Belfast,	7,059	Antrim, .	403	260·6
9	11th July, .	12. Sandhills, . .	4,379	Do., .	41+20	22+11
9	16th July, .	13. King-street, Belfast,	6,635	Do., .	53·5+23·4	29·2+10·5
9	17th July, .	14. Edenmore, . .	6,165	Down, .	55	35
5	18th July, .	15. Gortnagallan, .	1,943	Antrim, .	35·1+26	18·5+15·3
9	19th July, .	16. Lisburn, Female, .	4,224	Do., .	0+66·8	0+28·5
9	20th July, .	17. Fountain-lane, Infant, Belfast,	6,094	Do., .	50+28	26+44
3	24th July, .	18. Portrush, . .	6,958	Do., .	35+31	19+14
3	24th July, .	19. Tonduff, . .	5,664	Do., .	50+38	19+17
3	25th July, .	20. Ballyverdock, Male,	1,353	Do., .	26+19	14+8

11. *Calender-street.*—1. Two commodious rooms; light and ventilation good. 2. Furniture excellent and well arranged; large supply of prints, charts, maps, and tablets; cabinet of objects (see Appendix A); large globes, &c. 3. Time-table good; accounts neat and accurate; children remarkably clean and orderly; simultaneous instruction employed in teaching geography; large supply of books and requisites. 4. Teachers, the Sisters of the Convent of Mercy; highly qualified for their duties; system of teaching intellectual and effective. 5. Reading excellent; fair proficiency in all the other branches; industrial work very superior and very practical. 6. This is one of the best organized and most useful schools I have ever visited; the infant department is particularly interesting; manners and demeanour of the children most becoming; every thing so well arranged that the business goes on like clockwork.

12. *Sandhills.*—1. Stone house; slated and in good repair. 2. Furniture very good; no arithmetical tablets; a large black board and three large maps. 3. Time-table very injudicious; classification of the children very imperfect; school accounts accurate and neat; a good supply of books and requisites for sale stock; order of school room and cleanliness of pupils good. 4. I very much regret to find that the teacher has not made the slightest change in the classification or organization of his school since he returned from training. There are innumerable defects in the school, which were the subject of some of the Professors' lectures in Dublin, which the teacher might easily have remedied by employing the means pointed out to him whilst in training—these means, however, he has either forgotten or neglected. In many respects training has been lost on him. His aim appears to be to instruct, not to educate. 5. Deficient in geography, arithmetic, and writing. 6. This school has been a long time in operation, but the children who attend it, and those of the neighbourhood whom I met on the road sides, are very slow, have little vivacity, and possess none of the characteristics of even tolerably educated children.

13. *King-street.*—1. Brick house; floor boarded, but in a shocking condition; large holes in it in every direction. 2. Furniture old, in bad repair, and injudiciously arranged; no black board; nine large maps; no globe, nor educational apparatus of any kind. 3. The distribution of the time on the time-table not at all judicious; no sale stock of books; children and school deficient in order and cleanliness; discipline very bad. 4. Method of teaching good for educated *men*, bad as intended for uneducated *children*; he was trained in 1847, and is in the second division of first class. 5. Answering very unsatisfactory; but as the present teacher is only a few months in the school, he can hardly be held responsible for the deficiencies. 6. The general tone and aspect of this school is as cheerless as it is possible to fancy.

14. *Edenmore.*—1. A good stone house, in excellent repair. 2. Pretty fairly furnished; good supply of reading and arithmetical tablets; no black board; one map only (Palestine). 3. Time-table not well arranged, nor strictly adhered to; school accounts correct; school pretty clean; children nearly all infected with a cutaneous disease; discipline lax. 4. Not trained; class 3^2; a well disposed young man, but lacks skill, energy, and knowledge. 5. Grammar, geography, and arithmetic, almost entirely unknown; even the first class children are far below the mark; reading fair. 6. The average attendance, compared with the number on the rolls, is better than in 99 per cent. of the National Schools, and the children appear to be naturally smart and intelligent. I attribute the low condition of this school to the inactive disposition of the teacher.

15. *Gortnagallan.*—1. Stone house, in good repair. 2. Well furnished; a black board, tablets, four large maps. 3. Time-table only middling, and not very scrupulously adhered to; pupils classed too high; order and cleanliness of school and children very good; discipline very steady. 4. Trained in 1841; class 2^2; method of teaching mechanical; method of examining incoherent; his aim merely to *instruct*. 5. Utterly ignorant of grammar; very bad in geography and arithmetic; in short, the answering was very discreditable. 6. General tone and aspect of school satisfactory as to order and cleanliness, but unsatisfactory as to the acquirements of the children.

16. *Lisburn, Female.*—1. Fine stone building, in excellent repair. 2. Arrangements as to furniture, black board, tablets, maps, &c., satisfactory. 3. Daily routine of business judiciously set forth upon the time-table; good supply of books and other requisites; children and school neat and orderly; discipline

Schools inspected by Mr. Keenan, during the year 1855—*continued.*

On Rolls at time of Visit.	Present at time of Visit.	Average Age.		Income from									Total Income.		
		Males.	Females	Board.			School Fees			Other Sources.					
				£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
441	313	–	9	53	7	6	49	4	8		–		102	7	6
40+19	25+12	8·4	8·2	18	0	0	8	12	6		–		26	12	6
51+13	23+2	8·7	10·	30	0	0	17	3	2	5	0	0	52	3	2
36+31	31+25	8·1	7·5	15	0	0	7	14	0		–		22	14	0
38+37	27+29	9·1	9·1	20	0	0	12	0	0		–		32	0	0
0+59	0+27	–	8	25	0	0	4	6	8		–		29	6	8
64+118	40+50	7	5·9	16	0	0	15	15	0		–		16	0	0
25+20	17+10	8·2	8·3	18	0	0	4	0	6		–		22	0	6
37+32	13+15	9	8·5	18	0	0	3	17	0	8	0	0	29	17	0
30+19	13+9	8	8·4	20	0	0	1	0	0		–		21	0	0

excellent; no punishments. 4. Trained in 1846; class 1^1; method of teaching highly intelligent; method of examining judicious, forcible, and animated; pre-eminently a superior teacher. 5. The school had only re-opened after vacation when I inspected, so that very high answering could not be expected. Taking the ability of the teacher into account, I was certainly disappointed with the answering; in grammar and geography the pupils were very backward; knowledge of the lesson books bad. 6. The great defect in this school is the irregularity in the attendance of the children; the average time they attend the school is only 120 days.

17. *Fountain-lane, Infant.*—1. Fine brick house, in excellent repair; infant school below; female school above. 2. There is a gallery; furniture good; a good supply of tablets; a black board; map of the world. 3. Time-table good; the regulation of the monitresses is bad, for no monitress has the same class for any two consecutive days. Order and cleanliness of children very good; school-room neat and well cared; discipline very good; premiums awarded at Christmas and Easter. 4. Not trained; class 2^2; method of teaching intelligent and animated; she is a very promising, painstaking, and deserving teacher. 5. Answering very satisfactory; the singing excellent. 6. A really useful and promising school; I have been in few infant schools that pleased me better. The fees of the pupils amount to £15 15*s.* per annum, but this sum goes to the general funds of the school; the teacher receives nothing in addition to the salary from the Board.

18. *Portrush.*—1. A thatched house in good repair; temporary building only. 2. Furniture very good; a black board; a set of reading and arithmetical tablets; six large maps. 3. Time-table good; pupils very well classed; accounts correct; order and cleanliness of children very good; room neat and well ventilated; 4. Not trained; class 3^1; tone of voice and manner pleasing; method of examining judicious and pretty animated: a respectable and deserving man. 5. Answering very creditable; reading excellent; the pupils of fourth class particularly intelligent. 6. A most excellent little school; outside the appearance is very poor, the thatch giving the building a mean look; but inside every thing has the aspect of cleanliness, comfort, and business.

19. *Tonduff.*—1. Stone house, in good repair. 2. Furniture good; no tablets; four large maps; a black board. 3. Time-table imperfect; pupils rather highly classed; no sale stock of books or requisites; children and school neat and orderly; discipline very good. 4. Not trained; class 3^1; teaching purely mechanical; method of examining slow, nervous, and unconnected; fairly qualified for his duties; is a virtuous, respectable man, and appears to be highly esteemed by his pupils. 5. Dictation, grammar, geography, and writing sadly neglected; pupils deficient also in arithmetic; amount of instruction imparted in the various branches very limited indeed. 6. Although the day I visited this school was the day appointed by Mr. Robinson, the District Inspector, for the public examination, there was only one visitor present, a man who had a relative in the school. This simple fact shows the extent and nature of the interest which the people of the locality manifest towards education. The manager of the school had been present in the early part of the day, before we arrived.

20. *Ballyverdock, Male.*—1. A good stone building, undergoing repair. 2. Arrangements as to furniture, maps, tablets, and black board, satisfactory. 3. Time-table very badly constructed; pupils badly classed; one girl was receiving instruction in spelling only; one boy in geometry and mensuration only; the other branches were entirely overlooked in respect to those children: for instance, the boy in mensuration never receives a reading lesson, &c. This defect is the natural result of the absurd system of paying for *certain branches*, as suggested and indicated by the time-table; a bad supply of books and requisites; only five slate pencils in the school; discipline, order, and cleanliness, fair. 4. Trained in 1848; class 2^2; manner exceedingly rough and unformed; method of teaching mechanical; in literary matter fairly qualified; as a *schoolmaster*, very deficient; he yields entirely to the wishes and prejudices of the parents. 5. Quality and amount of instruction very unsatisfactory; reading tolerable; answering in all other branches very bad. 6. Tone and aspect very inferior; looks like a new school instead of a well-organized old one.

APPENDIX E.—NOTES and GENERAL REMARKS upon

No. of District.	Date of Visit.	Name of School.	Roll No.	County.	Average Number on Books for 12 Months.	Average Attendance for 12 Months.
3	25th July, .	21. Ballyverdock, Fem.,	1,785	Antrim, .	–	–
3	25th July, .	22. Ballyucan, . .	5,171	Do., .	33+25·5	13·5+7·5
1	27th July, .	23. Letterkenny, Male,	1,235	Donegal, .	75+0	42 +0
6	30th July, .	24. Carrickboy, (Ballyshannon),	4,419	Do., .	0+61	0+30
6	1st August,	25. Ardara, Female, .	2,130	Do., .	0+65	0+35
6	1st August,	26. Meenavally, . .	2,054	Do., .	44+17	18+9
6	2nd August,	27. Donegal, Male, .	2,252	Do., .	41+0	30+0
6	3rd August,	28. Leckonnell, . .	2,893	Do., .	33	17
1	6th August,	29. Dunfanaghy, Male,	5,004	Do., .	80·5	34
1	7th August,	30. Dunfanaghy, Female	6,163	Do., .	71	29

21. *Ballyverdock, Female.*—Permanently closed; the boys' and girls' schools are amalgamated.

22. *Ballyucan.*—1. Good house, in excellent repair. 2. Furniture good and well arranged; good supply of reading and arithmetical tablets; black board; six large maps. 3. Time-table badly arranged; monitors occasionally employed, but they are not fitted for their duties; order and cleanliness of children remarkably good; school-room a little tossed and disorderly; discipline very good; manners of children bad. 4. Trained in 1838; class 1^3; a skilful, thoughtful, energetic man; in scholarship and teaching ability well qualified, but deficient in perseverance; he is well fitted for his situation, but not making as much of it as he *ought*. 5. Reading inferior; grammar bad, no children can parse a simple sentence; dictation and geography very bad; none learning English etymologies, prefixes or affixes; arithmetic also very imperfectly known. 6. Taking into account that the teacher is in the first class, and that he enjoys many advantages over his neighbouring colleagues, the state of his school must be regarded as rather unsatisfactory.

23. *Letterkenny, Male.*—1. Excellent house, in good repair. 2. Furniture good; no lines painted to denote places for the drafts; a black board; two large maps; a fair supply of reading and arithmetical tablets. 3. Time-table very good; classification of the pupils rather high; some classes taught occasionally by monitors, who are well qualified; the tasks of some of the senior pupils heard individually; Hawney's Measurer and Hutton's Mathematics used in addition to the books of the Board; order and cleanliness very good; discipline fair. 4. Not trained; class 2^2; sixty years of age; a national teacher since 1834; was trained in the establishment of the Kildare-place Society, in 1814, and served for twenty years under that body; method of teaching sensible and rather intelligent, but full of old fancies; examines with tolerable judiciousness; his daughter and two of his sons have been teachers of national schools; he is a deserving and respectable man. 5. Considering the short time the pupils attended school, and the age of many of them at coming, there is a fair amount of intelligence and knowledge exhibited by them when examined. 6. This school is a little beyond the average class; I observe that whenever the female school is efficient the boys' school is also generally efficient, and *vice versa*. The female school here happens to be a remarkably superior one.

24. *Carrickboy.*—1. Stone house, in good repair; vested in Board; cess-pool in playground in a bad condition. 2. Furniture good; a few reading and no arithmetical tablets; an old, broken black board; two large maps. 3. Time-table injudiciously constructed; pupils too highly classed; children and school creditable as to order and cleanliness; discipline pretty efficient. 4. Trained in 1850; class 3^1; wife of the teacher of the male school; manner cold and sluggish; method of teaching very intellectual; method of examining judicious, but wanting in animation. 5. The answering in the several classes very low; geography nearly unknown; grammar bad; children intelligent and, with regular and vigorous teaching, would quickly improve. 6. Industrial education quite neglected; average time pupils attend school, only ten months; manager very much disposed to advance the interests of the school.

25. *Ardara, Female.*—1. Stone house; ground floor; in bad repair. 2. Furniture fair; tablets old and defaced; no black board; three large maps. 3. Time-table pretty good; accounts correct; supply of books inadequate; order and cleanliness satisfactory; discipline good. 4. Not trained; class 3^1; amiable, quiet manners; method of teaching unskilful and mechanical; examination deficient in judiciousness; she is, however, a steady, intelligent person; she is married. 5. Reading very fair; deficient in all other branches; plain sewing quite neglected; embroidering good. 6. The day of my inspection happened, unfortunately, to have been the fair day of Ardara, and the attendance was, in consequence, nearly fifty per cent. below the average of the year.

26. *Meenavally.*—1. Stone house, slated, in good repair. 2. Furniture insufficient; supply of tablets and maps; no black board. 3. Time-table injudicious; children of second class employed as monitors; simultaneous lessons occasionally given in geography; accounts not at all neat; no sale stock; order, fair; children untidy. 4. Trained in 1851; class, 2^2; examines with animation; manner rather frivolous; wanting in seriousness and perseverance. 5. Reading very fair; parsing, writing from dictation, and answering in geography, very inferior. 6. This school is situated in an exceedingly wild valley in the heart of the mountains, far away from towns, and attended exclusively by the children of the mountaineers.

Schools inspected by Mr. Keenan, during the year 1855—*continued.*

On Rolls at time of Visit.	Present at time of Visit.	Average Age.		Income from									Total Income.		
		Males.	Females	Board.			School Fees.			Other Sources.					
				£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
–	–	–	–		–			–			–			–	
25+21	12+8	9·7	8	25	0	0	3	12	6	5	0	0	33	12	6
75+0	44+0	8·9	–	20	0	0	8	1	5½		–		28	1	5½
70	2+37	6	8·8	13	0	0	2	0	0		–		15	0	0
29+36	9+10	7·6	8·8	15	0	0		–			–		15	0	0
59+22	18+10	9·3	9	20	0	0	1	0	0	5	0	0	26	0	0
39+0	28+0	8·6	–	30	0	0	2	2	4	10	0	0	42	2	4
11+8	8+6	6·6	4·3	18	0	0		–		5	0	0	23	0	0
56	28+11	9·2	7·1	22	0	0	5	5	10	3	3	0	30	8	10
63	14+30	6·6	9·2	16	0	0	2	11	5		–		18	11	5

27. *Donegal, Male.*—1. Fine large house, in excellent repair. 2. Furniture good; drafts neatly denoted with brass marks on the floor; a black board: ten large maps; and an abacus. 3. Time-table good; but not strictly adhered to, as the teacher states he is trying a new one; Norrie's Navigation, Gough's Arithmetic, Murray's Grammar, Tyson's Algebra, and Jackson's Bookkeeping are used in the school, in addition to the books published and sanctioned by the Board; supply of books bad; cleanliness good; order of children not quite satisfactory; discipline, fair. 4. Trained in 1842; class, 1^2; method of teaching not sufficiently intelligent; examines in a rambling and incoherent manner; a respectable man, but wants *heartiness* in his management of the school, to make him a useful teacher. 5. Grammar, geography, and arithmetic rather unsatisfactory; writing pretty good; reading above the average. 6. This school is small; the children are mature and intelligent; the furniture and aids to teaching nearly as good as could be desired; the teacher trained, and in a very high class, and yet the deficiencies are numerous, and the answering of the pupils very low.

28. *Leckonnell.*—1. A thatched hovel; light very bad; one window only, which consists of four nine-inch panes; the poorest house I have ever seen used for a school. 2. Furniture middling; no arithmetical tablets; no black-board; one large map. 3. Time-table fair; no sale stock; order of children good; school very filthy; children half naked, decrepit, and sickly looking. 4. Teacher not trained; class, 3^1; method of teaching skilful and intelligent; examines sensibly; he is the master of the worst school I have ever been in; around him there is nothing but wretchedness and ignorance, and yet his manners, appearance, and conversation, are rather superior. He walks six Irish miles to school and six home again every day. 5. Children in a state of absolute ignorance; when the pupils come first they know no English, and it takes them a long time before they can master a phrase or two. The school is situated at the base of a chain of mountains through the whole extent of which English is scarcely known. One little boy whom I examined has been in First Book since December, 1852, and as yet he has no notion of the meaning of such words as cold, depth, &c. When the children go home in the evening they have to unlearn the learning of the day, and speak Irish again to their relatives, to return with Irish only on their tongue to school in the morning. 6. There is not one in the school who can read.

N.B.—Since my inspection this school has been struck off the roll of National Schools.

29. *Dunfanaghy, Male.*—1. Stone house; plot of ground in front. 2. Furniture very good; no black board; three large maps; good supply of reading and arithmetical tablets; an arithmeticon. 3. Time-table fair; pupils rightly classed; some slight omissions in the accounts; no sale stock; order and cleanliness good; discipline steady; cane used, perhaps, a little too freely. 4. Trained in 1852; class 2^1; teaches with animation and intelligence, but wanting in impressiveness. 5. Reading in all the classes very good; grammar classes very fair; dictation middling; etymology fair; arithmetic very poor; writing poor; geography completely neglected. 6. Tone and aspect of school tolerable: there are two stories in this house; the lower story is a national school, and the upper story is connected with the London Hibernian Society, and conducted on purely sectarian principles. The play-ground, entrance-gate, &c., are common to both schools.

30. *Dunfanaghy, Female.*—1. Under story a private residence; the upper story, where the school is held, is little better than a common loft; this was, however, the only room to be had in the town. 2. Furniture fair; supply of tablets; two large maps; a black board; no clock. 3. Time-table pretty judicious; a paid monitor assists, who is fairly qualified, but apparently giddy and deficient in moral weight; school-room pretty neat; children clean but rather noisy. 4. Trained in 1850; class, 2^3; manner very good; method of teaching skilful and intelligent; examines with great sense and animation. 5. Proficiency of the several classes satisfactory; reading extremely good; grammar fair; geography good; arithmetic and writing very fair; a large number employed at sewing, knitting, and embroidery, and a few at cutting out. 6. A satisfactory amount of *real* education exhibited in this school. The teacher knows her business well. She was married, a few years ago, to a policeman, who was since removed to another part of the county: she is fretting so much on account of this that her usefulness is in some measure affected by it.

APPENDIX E.—NOTES and GENERAL REMARKS upon

No. of District.	Date of Visit.	Name of School.	Roll No.	County.	Average Number on Books for 12 Months.	Average Attendance for 12 Months.
1	8th August,	31. Kilmackloo, . .	5,652	Donegal, .	61	36
2	9th&10thAug.	32. St. Colomb's, Derry,	6,168	L. Derry,	0+418	0+252
2	24th & 25th September,	33. Derry, Male, .	2,685	Do., .	70·5+0	43·2+0
2	25th Sept., .	34. William-st., Derry,	6,687	Do., .	41	30
9	4th & 5th Oct.	35. May-street, Female, Belfast,	2,755	Antrim, .	84·5	42·7
9	5th October,	36. May-street, Male, .	2,921	Do., .	150·3	57·4
9	9th, 10th, and 12th October,	37. Gymnasium, Belfast,	2,011	Do., .	164	94·8
9	10th October,	38. Whitehouse Evening School,	27	Do., .	60+75	26+33

31. *Kilmackloo.*—1. Stone house, in good repair. 2. Furniture good; a few tablets only; a board, painted blue, for class teaching; one large map. 3. Time-table very injudicious; school clock an hour astray, and teacher says he does not heed it; accounts accurate; no sale stock; children somewhat disorderly and deficient in cleanliness; no discipline in force. 4. Not trained; class, 3^2; manner slow and uncouth; method of teaching purely mechanical; has neither the disposition nor the ability to be a *useful* teacher; he is a slow, unlearned man, who evidently took to teaching because he was too lazy to earn his bread as a *labourer*. 5. Classes deficient in almost every important branch; girls somewhat smarter than the boys; no boy able to read any book beyond the second; no boy acquainted with the simplest elements of grammar or geography; girls fair in reading, *parts of speech*, and geography. 6. General character of school very low.

32. *St. Colomb's.*—1. A fine, commodious building, in excellent repair; consists of four lofty, well-ventilated rooms, capable of accommodating about 400 children. 2. Furniture sufficient, judiciously arranged, and in good repair; plenty of space for the drafts, and marks on the floor to denote their position; adequate supply of charts, &c. 3. Time-table very judicious; pupils well classed; some of the classes taught by monitresses, who are carefully prepared for their duties; lessons on grammar and geography are given at stated times, *simultaneously*, to all the children; school accounts accurately and neatly kept; school-rooms clean and cheerful looking; children neat and orderly; discipline good; no corporal punishment; premiums awarded at the Midsummer and Christmas examinations. 4. The Sisters of Mercy conduct this school; many of the ladies are educationists of a very high order, understand school organization, and are thoroughly conversant with the details of the National system. I have rarely met with persons so devoted to the education of the poor, and never met with any better fitted for their duties. 5. Answering and general intelligence of the pupils extremely satisfactory; reading excellent; accent good; writing really beautiful; writing from dictation neat and accurate. The infant school is very satisfactorily managed; in no model school could the infant department be better; the singing of the infants is very good. 6. A most interesting and useful school.

33. *Derry, Male.*—1. Fine large house, in excellent repair. 2. Furniture excellent; adequate supply of arithmetical and reading tablets, black board, complete set of large maps, terrestrial and celestial globe, arithmeticon. 3. Time-table good; pupils in a few instances classed rather high; monitors are employed, but no special instruction is given them to prepare them for their duties; two select pupils receive individual instruction; children very clean, but extremely disorderly; discipline rather lax. 4. Teacher trained in 1850, and since was a member of the special class; manner quiet and intelligent; method of teaching extremely skilful; has a communicative disposition, and possesses energy, industry, and a moderate enthusiasm. 5. Reading very fair; some of the senior pupils read with ease and expression; a small class of five answered very respectably in the outline maps; etymology very good; arithmetic, however, very deficient. 6. This a useful and promising school.

34. *William-street.*—1. House scarcely suitable; the entrance is through the hall of a private house, and the school itself is simply an outhouse. 2. Furniture good; adequate supply of tablets, black board, four large maps, two globes, a model system of pulleys, a camera obscura, a magic lantern, two models of the steam engine, a galvanic battery, geometrical models, &c. 3. Time-table only middling; junior classes taught occasionally by the teacher's wife; monitors employed who are not quite fit for their duties; order and cleanliness very good; discipline very fair. 4. Specially examined in Dublin by Professors, in September, 1854; class 2^1; manner rather pedantic; method of teaching very intelligent; is an excellent scholar, and has been for twenty-two years a teacher; is only a year or so in connexion with the Board, and unfortunately knows very little of the National system; his sight is bad. 5. Reading very good; no child can parse; in geography, the merest outlines of the Map of the World are known; arithmetic very poor indeed; writing from dictation bad; a young sailor is learning navigation, but he is ignorant of simple notation. 6. As an instance of his success as a private teacher, the master informs me that *all* the captains of the port of Derry (with one exception) have been prepared by him in navigation; he is also a good linguist, and has the translation of all foreign documents that are required to be translated in Derry.

Schools inspected by Mr. Keenan, during the year 1855—*continued.*

On Rolls at time of Visit.	Present at time of Visit.	Average Age.		Income from									Total Income.		
		Males.	Females	Board.			School Fees.			Other Sources.					
				£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
54	16+13	9·5	8·4	15	0	0	2	12	9	3	3	0	20	15	9
0+480	0+247	–	8·7	50	0	0	9	18	9	10	0	0	69	18	9
80+0	53+0	9·6	–	25	0	0	12	13	5	20	0	0	57	13	5
55	28+12	10·1	7·2	22	0	0	15	3	10		–		37	3	10
72	2+41	5·5	9·0	22	0	0	2	15	2½		–		37	15	2½
138	48	8·7	–	22	0	0	7	3	9	15	0	0	37	0	0
159	105	10·	–	32	0	0	51	5	4	14	0	0	80	0	0
				*17	0	0	8	0	0		–		25	0	0
41+70	24+32	14·5	14·2	5	0	0	5	10	0	Income for			10	10	0
				*5	0	0	2	15	0	Day School,			7	15	0

35. *May-street Female.*—1. Pretty good house; in good repair; boys' school in the lower story. 2. School-room well furnished; good supply of maps and tablets; a large black board. 3. Time-table pretty judicious; pupils rather highly classed; supply of books rather limited; order and cleanliness very satisfactory; discipline good. 4. Trained in 1848; class 1^2; manner very lady-like; method of teaching skilful; has great sense, great intelligence, and great ability as a teacher. 5. Reading very good; articulation distinct, and expression correct; writing pretty fair; arithmetic very deficient; grammar and geography very fair; junior classes well managed. 6. Of the forty-three present eighteen are orphans, who reside permanently in the orphanage connected with the school. The industrial work is very superior; it consists of sewing, cutting out, paper platting (for bonnets), knitting, crochet, embroidery, &c. The orphan girls make and mend their own clothes, and, in addition, perform all the domestic duties of the house. The school-fees are received by the committee, who give the teacher £15 per annum in addition to the Board's salary.

N.B.—The teacher of this school has been since appointed to the Ballymoney Model Agricultural Schools.

36. *May-street, Male.*—1. Pretty good house; two stories; boys' below, girls' school above. 2. All satisfactory as to furniture, tablets, black-board, maps, &c.; no globe or other school apparatus. 3. Time-table very bad; teacher is preparing a new one; paid monitor well qualified; the other monitors receive no special instruction to prepare them for their business; school pretty clean and orderly looking; children very orderly but very untidy; discipline very good. 4. Trained 1852; since in the special class; class 2^1; manner good; method of teaching intelligent; an excellent teacher; knows his business well, and likes it. 5. Reading very fair; style of writing pretty good; deficient in arithmetic; grammar carefully taught; some pupils parse very nicely; geography unsatisfactory; junior classes well cared; they exhibit great intelligence and vivacity. 6. Of 150·3, the average number on the books for the year ended 30th September, 1856, the records of the school show that but 57·4 attended upon the average. School fees received by the committee, who give the teacher £15 per annum in addition to his salary from the Board.

37. *Gymnasium.*—1. Excellent house; school-room lofty and well ventilated; a play-ground. 2. Furniture good; large supply of charts and maps; a small globe; drawing apparatus and materials. 3. Time-table good; school clean and regular; children neat and orderly; discipline steady. 4. The principal teacher is clever and painstaking, and clearly understands his business; trained; the assistant is fairly qualified; trained in 1850. 5. Reading very good; fifty-two can read the higher books with ease and expression; writing excellent; the master writes a good hand, and all his small-hand pupils write exactly like him; in arithmetic the boys are *smart*, but not *exact*; grammar well taught; geography middling; geometry and mensuration very fair; writing from dictation very good; ten boys made a very fair attempt at drawing. 6. This is unmistakably a good school; the children appear happy and intelligent. It is exceedingly gratifying to any one who takes an interest in the special class to meet with so superior a school as this, and find that its success is entirely owing to the ability and industry of a member of this part of our training institution. Out of the school fees the teacher pays £8 a-year to the assistant, and he also keeps the house in repair. His net income is £80.

38. *Whitehouse, Evening.*—1. A good school-house, and in good repair. 2. Furniture good; lines painted on the floor to denote the classes; a black board; a supply of maps and a globe. 3. Time-table not specific enough; a simultaneous lesson on geography occasionally given; school neat and orderly; pupils clean, orderly, and decorous in every respect; discipline good. 4. Teachers well qualified; trained; master admirably qualified for the teaching of adults. 5. Rather anomalously, no pupils are admitted into this evening school who cannot read or make a fair offer at reading. By this arrangement the persons most in need of instruction are entirely excluded from the advantages of an evening school, and there is no other evening school to which such persons can go nearer than Whiteabbey, which is two miles off. The limited teaching power at the command of the manager is, I believe, the chief cause of this unfortunate rule. The reading and writing were excellent; grammar has not yet been taught to the male pupils; arithmetic and geography middling. 6. This is one of the most interesting schools of its class that I have ever visited; teachers and pupils are all in earnest; of the fifty-six pupils who were present, twelve males and twenty-

*Assistant.

APPENDIX E.—NOTES and GENERAL REMARKS upon SCHOOLS

No. of District.	Date of Visit.	Name of School.	Roll No.	County.	Average Number on Books for 12 Months.	Average Attendance for 12 Months.
5	16th October,	39. Straid, Male, . .	5,303	Antrim, .	64	35·4
5	16th October,	40. Straid, Female, .	5,663	Do., .	51·2	28·4
9	18th & 19th October,	41. Seaman's Friend, Male, Belfast,	5,793	Do., .	159·7	90·8
9	18th & 19th October,	42. Seaman's Friend, Female, Belfast,	5,794	Do., .	100·9	51·4
9	6th Nov. & 14th Dec.,	43. Calendar-street, Evening, Belfast,	7,059	Do., .	0+420·2	0+272·1
27	17th & 18th December,	44. Tullamore, Female,	2,080	King's Co.,	556	213

eight females were employed at Mr. Grimshaw's mill, some were labourers, some shirt makers, servants, or apprentices, others were engaged in dyeing or bleaching establishments, and a few of the junior girls were *doffers*. No one has ever been dismissed from the school for improper conduct, and although males and females are in the same room and the same class (a plan to which there are very serious objections) no impropriety of conduct has ever been observed by the teachers. Since August, 1853, 187 males and 268 females entered the school, and, in the same period, 142 males and 195 females left, more or less improved by their stay at the school. The school is open 141 nights in each year.

39. *Straid, Male.*—1. Very nice house, and in good repair. 2. Well furnished; tablets, maps, black board, &c. 3. Time-table not quite specific enough; school-room exceedingly neat and orderly looking; children clean and quiet; books distributed as premiums at the annual examinations. 4. Not trained; class 3^1; manner very good; method of teaching sensible and intelligent; examines skilfully; has a taste for his business; is much esteemed by patron and pupils. 5. Reading tolerably fair; writing very poor; arithmetic very inferior; grammar not at all understood; geography very bad; writing from dictation very fair. 6. The school has very humble pretensions; it promises, however, to be useful to the locality.

40. *Straid, Female.*—1. Under the same roof as the boys' school. 2. Satisfactory as to maps, tablets, black-board, &c. 3. Time-table not *precise* enough; accounts correct; school neat and orderly, and children very clean; discipline good. 4. Not trained; class 3^1; manner quiet and respectable; method of teaching intelligent; promises to be an excellent teacher; has a good deal of tact and common sense; knows her business very fairly, and labours assiduously. 5. Reading well attended to; nine read the second book, and eight the higher books with ease and intelligence; writing remarkably good; arithmetic very defective; grammar very good; geography only taught to the third and fourth classes; dictation very good; industrial work excellent. 6. This is a useful little school.

41. *Seaman's Friend Society, Male.*—1. Held in the under story of a church. The noise from adjoining workshops, particularly from a boiler-making establishment next door, is so deafening that, in a measure, it renders the locality unsuitable for holding a school at all in it. 2. Well furnished; good supply of tablets; large black-board; eight large maps; a globe; sets of solids and minerals, and a mariner's compass. 3. Time-table not definite enough; children fairly classed; monitors pretty well qualified; order, discipline, and cleanliness satisfactory. 4. Teacher trained in 1846; class 1^2; a steady intelligent teacher of fair qualifications; method of teaching sensible and pretty skilful; the assistant not trained, and only moderately qualified. 5. Reading carefully attended to; writing, no particular style, but some write very fairly; arithmetic very deficient; geography rather good; dictation pretty good; three boys learning mensuration, without having any acquaintance with geometry, which is preposterous; the book-keeping class very good indeed; junior classes in a satisfactory state. 6. The free stock of this school, which average eighty-four in daily attendance, amounted to £2 5*s.*, of which sum £1 8*s.* 4*d.* was spent in providing a map of Scotland, map of United States, a dictionary, an algebra, and a philosophy, leaving only 16*s.* 8*d.* to supply the school with other books and requisites for three years!!! The senior girls of the girls' school are taught by the master, and some of the junior boys, again, are taught by the mistress.

42. *Seaman's Friend Society, Female.*—1. See notes on boys' school. 2. Furniture, tablets, maps, &c. satisfactory; time-table not precise enough; gallery lessons given to the junior girls; order, discipline, and

inspected by Mr. KEENAN, during the year 1855—*continued.*

On Rolls at time of Visit.	Present at time of Visit.	Average Age.		Income from									Total Income.		
		Males.	Females	Board.			School Fees.			Other Sources.					
				£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
56	26	8·3	–	20	0	0	7	15	6½		–		27	15	6½
53	33	–	8·	17	0	0	3	6	10½		–		20	6	10½
158	84	8·6	–	38	0	0	19	15	5	10	0	0	67	15	5
				*14	0	0		–		6	0	0	20	0	0
100	50	–	7·4	17	0	0	8	10	0		–		25	10	0
0+421	0+216	–	18·3	10	17	0	31	0	0		–		41	17	0
487	221	–	9·8	50	0	0	1	16	0		–		51	16	0

cleanliness satisfactory. 4. Trained in 1854, class 3; well fitted for a preparatory school; has very little talent, but has good manners, a kind disposition, and a taste for teaching. 5. The senior girls (taught by the master), read very beautifully; writing tolerably fair; arithmetic exceedingly deficient; grammar and geography rather imperfectly known; junior classes well taught; they are the best classes in the schools. 6. The free stock to this school amounted to £1 17*s.* 6*d.*, of which sum £1 11*s.* 6*d.* was swamped in the selection of a set of tablets, a map of England, and a clock, thus leaving 6*s.* only for the purchase of other books and requisites for three years!!!

43. *Calendar-street, Evening.*—1. School-house consists of two commodious and convenient rooms, capable of accommodating about 250; rooms lighted with gas. 2. Furniture good; a supply of prints, charts, tablets, &c.; large globes; set of maps, &c. 3. Time-table very good; some of the classes taught by monitresses, who are either girls that have been educated in the day school, or girls who, upon entering the school, are found to be competent to teach; school accounts neat and accurate; order and cleanliness of school and pupils excellent; the mill girls go home from the mills to wash themselves and arrange their dress before they come to school; discipline very good. 4. School is conducted by the Sisters of Mercy, who are admirably well qualified for the teaching of adults; their aim is to *educate*, but the circumstances of the school render it barely possible to do more than instruct—*education*, however, of the highest order, the education of the heart and affections, is a constant object of attention. 5. Those only who are ignorant of reading and writing, unless in special cases—as, for instance, in the case of monitresses—are admitted; and as soon as they learn these branches they are requested to retire from the school, and give place to others who are applying for admission; the time spent in learning to read and write by the pupils is, on the average, amazingly short—only five months; of those present, I found that fifty-nine had learned to read, and sixty-three had learned to write in the school; the answering in geography, grammar, and arithmetic, was satisfactory. 6. 172 of the young women present were employed daily in the mills, some as weavers, others spinners, layers, doffers, rovers, yarn-carriers, reelers, &c., five were servants, one a waistcoat-maker, five dress-makers, two muslin-workers, one a fruiterer, one a boot-binder, &c.; seven of the ladies of the convent attend every evening, and the monitresses who assist them are clever, intelligent young women; there is always a large number on the register of applicants for admission; the success of this school is perfectly marvellous—in the history of education, I sincerely believe, it has no parallel. The ladies who teach in the day school also teach again in the night school, which is, in my mind, quite too great a tax upon their health and energies.

44. *Tullamore, Female.*—A beautiful house consisting of four rooms, and capable of accommodating about 400 children. 2. Very well furnished; a good supply of tablets, black boards, maps, &c., and an abacus. 3. Time-table good; discipline good; order and cleanliness excellent; school accounts accurate and neat. 4. The school is conducted by the Sisters of Mercy; the ladies who have the chief superintendence of the schools have all the qualifications of superior teachers. 5. Reading excellent; accent good, and articulation distinct; writing well and carefully taught; grammar, geography, and arithmetic pretty fair. 6. Tone and aspect of school businesslike; rules of the Board faithfully complied with; a remarkably useful school; no girl who had been a pupil at this school had ever entered a workhouse or been committed to a gaol. This fact is interesting when it is taken into account that this is almost the *sole* school for females for a population of 5,000 people, a large proportion of this population being very destitute, and that the school has been in operation since the year 1839.

* Assistant.

Appendix G.

II. Head Inspectors' Reports on Examination of Paid Monitors.

II.—Head Inspectors' Reports on Examination of Paid Monitors, during the year 1855.

Dr. Newell.

No. 1.—Report of W. H. Newell, Esq., ll.d., on the Results of the Examination of Paid Monitors in the Year 1855, in the Districts under his charge.

Gentlemen,

I beg to submit to you, for the information of the Commissioners of National Education, my Report upon the results of the annual examination of paid monitors in the ten districts connected with me, for the year 1855.

The examination for each district was held in the first week of October, except in one case, in which the paid monitors were not examined till the end of that month, owing to the absence on leave of the District Inspector. A record of the answering was made by each Inspector, according to a prescribed form, one of which is attached to this report. See Appendix A.

As the Commissioners allow eight male and four female paid monitors to each district, there should have been eighty males and forty females in attendance; but there were only fifty-one males and thirty-seven females. In some districts all did not attend, while in others the number was not complete.

I have made out a return on this head, which will be found in B Appendix.

To enable the Commissioners to form some idea of the attainments of these young persons, I have summarised the Inspectors' returns, which appear to have been, in nearly every case, carefully made out, and, I believe, contain a faithful record of the monitors' answering. The written exercises were forwarded to me, and have been all checked by me; so that as far as the written examination is involved, there can be no question of the accuracy of the following tables. I have no reason to suspect that those referring to the oral examination are not equally correct.

Written Examination.

There were four sets of questions prepared by me, in obedience to the directions of the Board, and several copies of them forwarded to each Inspector in Ireland. These questions are more or less difficult, according to the monitors' length of service.*

The annexed table shows the result of the answering, under five heads:—

Number answered in 100 *Questions.*

	Males.	Females.
Quite satisfactory,	34·80	26·08
Somewhat imperfect,	18 58	26·75
Unsatisfactory,	13·29	14·41
Wholly wrong,	12·55	13·85
Not attempted,	20·78	18·91
	100·	100·

Under the first two heads of this table, it will be found, that the males answered 53·38, and the females, 52·83 per cent.; but the

* See Appendix G. III. page 150, this volume.

former having a much larger per centage, "quite satisfactory," must be admitted to have acquitted themselves more creditably. Under the remaining heads the answering of both was very close.

Each monitor was required to write a dictation exercise, of which that given in Appendix C is a sample. There were two districts from which no dictation exercises were forwarded to me, so that I cannot refer to the result on this subject in the entire eighty-eight cases. The average number of mistakes was, in the boys' exercises, 3·4, and in the girls', 2·5.

The following are the particulars :—

Males.	Females.	Number of Orthographical Errors.
6	6	–
8	6	1
6	3	2
7	8	3
4	2	4
4	1	5
2	1	6
1	3	7
1	–	8
3	–	9
2	–	10

It will be seen that of seventy-four exercises, only twelve were entirely free from bad spelling. The females displayed a marked superiority in this branch over the males ; the penmanship of the latter being in many cases carelessly executed, while in several instances the ignorance of punctuation was gross.

The next table sets forth the results in penmanship :—

Males.	Females.
2	12 good.
15	17 fair.
26	5 poor.
8	3 bad.

In this branch the males acquitted themselves very unsatisfactorily, but this state of things is easily explained. Imperfectly instructed in most subjects, the male paid monitors receive almost no instruction in writing.

Oral Examination.

The extent to which this part of the examination was carried, will be understood from a perusal of the document marked D in Appendix.

The number of questions asked in all the subjects, on the average, was, of the males, 53 ; females, 70 ; and the number answered respectively was, males, 30·1, or 58·6 per cent. ; females, 41·28, or 59 per cent. But while some Inspectors asked as many as 146 and 175 questions, others asked only thirty-one and twenty-eight. I think that ten questions on each subject, if judiciously selected, would be sufficient. There were more questions asked of the females than of the males, because there were fewer of the former present, and the time allotted to the examination of each was the same.

I beg to attach a list of the names of such paid monitors as acquitted themselves badly, in order that they may be admonished. In one case I would suggest dismissal, reference being first made to the District Inspector, as he may deem the individual deserving of a further trial. Only in one case has there been any complaint of irregular attendance ; but twenty-one of the schools had not been visited by the Inspectors who held the examinations ; a few of these gentlemen having been only a short time previous to October in charge of their present district.

I find, that of the eighty-eight present, the term of service of each was as follows :—

Males.	Females.	Year of Service.
21	11	First.
10	12	Second.
12	6	Third.
8	5	Fourth.

There are *three* females, who, according to the statements on the front of their respective dockets, appear to have served more than four years, namely—

County.	School.	Name of Monitress.	Date of Appointment.
Cork, . .	St. Joseph's, Female,	Ellen Barry, .	December, 1851.
,, . .	Clonakilty, Female,	Hanna Leary, .	March, 1851.
Kerry, . .	Caherciveen, Female,	Bridget Clifford, .	August, 1851.

Of the thirty-seven monitresses examined, *eighteen* are employed in Convent National Schools.

In my report of the year 1853, on the examination of paid monitors, I suggested that some remuneration should be given to National Teachers, in order to induce them to devote extra time to the instruction of these young persons ; and I quoted an extract from the minutes of the Committee of Council, to show that such a course was pursued in England. I am satisfied that until some similar scheme shall have been adopted in Ireland, the great majority of the paid monitors will not be, in point of literary acquirements, superior to the best pupils of the classes from which they themselves are taken ; while some, from receiving a smaller share of instruction, will fall below their quondam class-fellows.

But it is in the art of teaching, and in the knowledge of school management, that these young persons should be especially disciplined, otherwise their services can have no more effect than the services of gratuitous monitors, so often employed in large schools nominally to teach, but really only to keep the classes engaged, and to enable the master to get through the prescribed business of the day—the *mode* of getting through it being too often a matter of very secondary consideration. This is one of the *abuses* of the monitorial system, which, to be effective, must be carried out with great judgment and caution.

I still consider the arrangement of having twelve paid monitors in each district injudicious—in fact, in some districts it is not practicable. In some districts the number is insufficient, while in others, twelve schools cannot be found requiring each a paid monitor.

In District 30, the Inspector "finds it very difficult to make up the "number of male paid monitors, the schools being, in general, poorly "attended, and the proficiency of the pupils so very low, that it is "nearly impossible to find suitable parties."

In District 37, the Inspector states, that, "since the examination, he "has not been able to find any suitable cases for paid monitorships, and "that there are but four males still in his district."

On the other hand, some Inspectors represent that it would be of very great advantage to have the number of paid monitors increased.

I have the honour to be, your very obedient servant,

W. H. Newell, Head Inspector.

5th January, 1856.

Appendix.—A.

Examination of Paid Monitors.—Year 1855.

Docket to be filled by Monitor.

District, No. 37.

Date of Examination, 11*th October*, 1855. Where held, *Limerick.*

Roll No. and Name of School, *O'Callaghan's Mills.*

Name of Patron, *Rev. Patrick Quaid.* Name of Teacher, *Thos. Lynch.*

Name of Monitor, *Michael Lynch.* Age, *Seventeen Years.*

Date of Appointment as Paid Monitor, *July*, 1853.

Name of the District Inspector at the time of the Appointment, *John E. Sheridan, Esq.*

When last Examined, *October*, 1853. Where, *Ennis.*

By whom, *John E. Sheridan. Esq.*

At what Schools educated, and how long in each before Appointment as Paid Monitor, *O'Callaghan's Mills, Seven Years.*

This part of the Docket to be filled by Inspector.

General character as shown by answers to printed questions of—	State of School as regards—
Writing, . . *Fair.*	Method of Teaching, . *Bad.*
Spelling, . . *Bad.*	Extent of Instruction, . *Poor.*
Composition, . . *Poor.*	Discipline, . . . *Fair.*
Dictation Exercise, . *Bad.*	Proficiency of Junior Classes, . . . *Bad.*
Method of Teaching, . *Bad.*	Proficiency of Senior Classes, . . . *V. poor.*
Attendance of Paid Monitor, whether regular or otherwise, . . *Regular.*	Cleanliness, . . *Fair.*
	Female Industry, .

Questions Answered or Not Answered respectively, as—

	Quite Satisfactory.	Somewhat Imperfect.	Unsatisfactory, but not wholly wrong.	Wholly Wrong.	Not Attempted.
Answers to printed questions in—					
Grammar, . .	–	1	–	–	2, 3
Geography, . .	–	–	–	2	1, 3
Lesson Books, . .	1	–	–	–	2, 3, 4
Arithmetic, . .	1, 2	–	–	2	4
Algebra, . . .	–	–	–	–	4, 12, 3
Totals, . .	3	1	–	4	12

Oral Examination:—		
Reading, . . .	C	
Parsing, . . .	C	
Outline Maps, . .	B	
	Number of Questions	
	Asked.	Answered.
Grammar, . .	6	2½
Spelling Book, . .	6	4
Geography, . .	15	8
Lesson Books, . .	15	7
Arithmetic, . .	10	4
Algebra, . . .	3	1
Geometry, . .	5	2
Mensuration, . .	6	4
Book-keeping, . .	–	–
Agriculture, . .	–	–
Reasoning, . .	–	–
Totals, . .	66	33

N.B.—The Inspector will state whether or not, in his opinion, the Teacher has done his duty to the School as well as to the Monitor.

Not efficiently—instruction merely mechanical.

Per cent. answered 50.

APPENDIX G.

II. Head Inspectors' Reports on Examination of Paid Monitors.

Dr. Newell.

B.

Number of Paid Monitors who attended in each District.

Number of Monitors present.			Remarks.
District.	Males.	Females.	
29	5	2	Absent, three males, two females.
30	3	5	Absent, five males, one female above the number allowed.
37	4	5	Absent, four males, one female present above number.
41	4	4	Four males absent.
45	8	5	One female too many in district.
46	4	3	Four males and one female absent.
47	4	2	Four males and two females absent.
48	8	3	One female absent.
49	6	5	Two males absent, one female too many in district.
50	5	3	Three males absent, one female absent.
	51	37	

a. The absences may arise either from vacancies, or from non-attendance. I think a return to this head should accompany the Exercises from the District Inspector.

b. Owing to the reconstruction of the districts, four of the present districts have each one *monitress* too many.

C.

Name of Teacher, JEREMIAH SHEEHAN, Tarbert Male National School.

Dictation.

The small farms of from five to ten acres, which abound in many parts of Belgium, closely resemble the small holdings in Ireland; but the small Irish cultivator exists in a state of miserable privation of the common comforts and conveniences of civilized life, whilst the Belgiam peasant farmer enjoys a large portion of those comforts. The cause of this difference, I believe, to consist in the more skilful system of culture pursued by the six acre farmers of Belgium, in the rigid economy which characterizes them as a class, and in the persevereing industry, providence, and forethought by which they are enabled to adjust their limited resources to their wants, and the first step to the improvement of this important class in Ireland must be, I think, to endeavour to ascimilate their farming operations and agricultural and domestic management to that of the same class in Belgium.

Misspelled.—Belgiam, Nieuter, civillized, ascimilate.

D.

Name of Teacher, JOHANNA CASEY, Gortneskehy Female National School.

Dictation.

Laura Bridgeman was born at New Hanover, a town in the United States of America. She is described as having been a pretty, sprightly infant, with bright blue eyes. Before she was two years old she was siezed by a violent fever, which lasted seven weeks, during which both her eyes and ears were destroyed. Apperantly below the brute creation,

and resembling the lower animals who have feelers and the power of motion only, yet was there that within her of which the most sagacious brute is destitute. God had given her a mind capable of thought, of receiving impressions from outward objects, and in course of time, we hope, of being educated to know him. As soon as she could walk, she began to explore the room, and then the house. She became famil[*i*]ar with the form, density, weight, and heat of every thing she could lay her hands upon. She followed her mother as she was busy about the house, and her disposition to imitate led her to repeat every action; she even learned to sew and knit.

Misspelled.—Indictative, nomnitive, preasent, Lienster, countys, Macileacuddy's, siezes, until, compells, oases.

E.

County.	School.	Monitor.	Cause for Admonition.
Dublin, .	St. Catherine's,	John Elliott, .	Written examination very bad.
,,	Whitefriar-st.,	John M'Quirk, .	General examination bad.
Galway, .	Galway, Male, .	Bernard Daly, .	Spelling and written examination bad.
,,	Oatquarter, Male,	John O'Donnell, .	Spelling, writing, and written examination bad.
Limerick,	Tour, . .	John Kennedy, .	Written examination, spelling, composition poor.
,,	Castleconnell, .	J. R. Leahy, .	Writing bad, spelling, parsing, and dictation discreditable.
Clare, .	Kilkisheen, .	James Mulconry, .	Oral examination unsatisfactory.
Kerry, .	Tiernaboul, .	Jeremiah Finnegan	General answering unsatisfactory.
,,	Gortnagullane,	Thaddeus Toomey,	Ditto.
Cork, .	Ballindangan, .	Thomas Keeffe, .	Written examination very bad.
,,	Rossbrin, .	Jeremiah Sullivan,	Spelling and written examination very bad.
,,	Ballydehob, .	James Clifford, .	General answering very bad.
,,	Ovens, Male, .	Michael Flynn, .	Written examination bad.

In all these cases, I think the admonition should be addressed through the District Inspector, lest, owing to the lapse of time, the person censured, should have left the service of the Board.

F.

County.	School.	Monitress.	Cause for Admonition.
Galway, .	Taylor's Hill,* .	Barbara Melia, .	Answering entirely insufficient.
,,	Newtown, Female	Kate Kennedy, .	Answering insufficient.
Limerick,	Sexton-st. F.,*	Mary Cusack, .	Writing, spelling, and composition poor.
Cork, .	Charleville, F.,*	Anne Brassell, .	Oral examination bad.
Kerry, .	Killarney, F.,*	Catherine Quirk,	Answering very unsatisfactory.
,,	Rathmore, F., .	Mary Moynahan,	Ditto.
,,	Cahirciveen,* .	Bridget Clifford, .	Ditto.
Clare, .	Clonmoney, .	Ellen Crohan,† .	

* Thus marked are Convent Schools.

† In this case I recommended that the monitress be dismissed, provided the District Inspector should not deem her worthy of further trial. Her writing, spelling, and dictation exercises were bad. Her method of teaching bad, and the school generally inefficient.

Answering of each Paid Monitor at Written Examination.

Name of School.	Name of Paid Monitor.	Age in Years.	Years of service.	Grammar.			Geography.			Lesson Books.			Arithmetic.			Algebra.		
				Satisfactory.	Imperfect.	Unsatisfactory.	Satisfactory.	Imperfect.	Unsatisfactory.	Satisfactory.	Imperfect.	Unsatisfactory.	Satisfactory.	Imperfect.	Unsatisfactory.	Satisfactory.	Imperfect.	Unsatisfactory.
District 49.																		
Old Chapel,	Patrick Hayes,	17	4	2	3	1	2	1	3	122	.	4	1	.	234	.	.	1234
Clonakilty, m.	John O'Sullivan,	17	3	12	.	3	123	.	.	13	.	24	124	.	3	34	12	.
Glandore Model, m.	Peter Donovan,	16	2	2	1	3	.	3	12	1	2	3	12	.	3	.	.	.
Castleview,	Daniel O'Riordan,	16	2	2	1	3	2	3	1	3	.	12	1	2	23	.	.	.
Kilmurry, m.	Patrick Connor,	16	2	2	1	3	2	3	1	13	2	.	12	.	3	.	.	.
Ballyneen,	Michael Hegarty,	15	1	12	3	.	1	.	23	.	.	123	13	.	2	.	.	.
Clonakilty, f.	Hannah Leary,	18	4	2	.	13	23	.	1	12	.	34	1234	.	.	.	.	.
Lislevane, f.	Abigail O'Donohoe,	17	4	23	.	1	2	.	13	13	.	24	1	2	34	.	.	.
Macroom, f.	Mary O'Leary,	17	3	.	1	23	2	1	3	123	.	4	12	.	34	.	.	.
Glandore Model, f.	Ellen Donovan,	17	2	12	.	3	2	3	1	.	1	23	13	2	.	.	.	.
Ardagh,	Kate O'Donovan,	17	1	1	23	123	.	.	.	1	23	.	12	.	3	.	.	.

Number of Questions Asked and Answered by each Paid Monitor at Oral Examination.

Name of School.	Name of Paid Monitor.	Grammar.		Spelling Book.		Outline Maps.	Geography.		Lesson Books.		Arithmetic.		Algebra.		Geometry.		Mensuration.		Book-keeping		Agriculture		Reasoning		Reading.	Parsing.	Writing.	Composition.	Dictation.	Spelling.	Per cent. answered at oral examination.
		Asked.	Answered.	Asked.	Answered.	General Answering.	Asked.	Answered.	Asked.	Answered.	Asked.	Answered.	Asked.	Answered.	Asked.	Answered.	Asked.	Answered.	Asked.	Answered.	Asked.	Answered.	Asked.	Answered.								
District 49.																															
Old Chapel,	Patrick Hayes,	25	10	13	8	C	25	15	20	16	17	7	15	7	25	14	15	5	10	9	Not examined.	Not prepared.	B	B	D	C	C	C	55·1
Clonakilty, m.	John O'Sullivan,	.	17	.	12	A	.	17	.	12	.	11	.	10	.	14	.	12	.	10			C	B	D	C	C	C	69·7
Glandore Model, m.	Peter Donovan,	.	12	.	10	C	.	19	.	9	.	10	.	.	.	.	.	.	.	.			B	B	D	C	D	C	60.
Castleview,	Daniel O'Riordan,	.	13	.	8	D	.	21	.	7	.	11	.	.	.	.	.	.	.	.			B	B	C	C	C	C	60·
Kilmurry, m.	Patrick Connor,	.	16	.	11	A	.	18	.	12	.	8	.	.	.	.	.	.	.	.			C	B	B	C	B	B	65·
Ballyneen,	Michael Hegarty,	.	17	.	9	C	.	11	.	7	.	9	.	.	.	.	.	.	.	.			C	C	D	C	D	D	53·
Clonakilty, f.	Hannah Leary,	50	28	10	6	A	50	45	50	43	15	9	.	.	.	.	.	.	.	.			A	A	B	B	A	B	74·8
Lislevane, f.	Abigail O'Donohoe,	.	37	.	7	A	.	44	.	41	.	11	.	.	.	.	.	.	.	.			A	B	D	C	A	B	80·
Macroom, f.	Mary O'Leary,	.	25	.	6	B	.	44	.	37	.	11	.	.	.	.	.	.	.	.			B	A	C	B	C	B	70·3
Glandore Model, f.	Ellen Donovan,	.	37	.	8	B	.	39	.	17	.	5	.	.	.	.	.	.	.	.			C	B	C	C	C	D	60·5
Ardagh,	Kate O'Donovan,	.	29		8	B	.	43	.	39	.	6	.	.	.	.	.	.	.	.			B	A	B	C	C	B	71·4

A, excellent; B, good; C, fair; D, bad, indifferent.

III.—QUESTIONS (to be answered in writing) proposed at the EXAMINATIONS of 1855.

A.

MALE TEACHERS.

Grammar.

What would'st thou have a good great man *obtain?*
Place? Titles? Salary? a gilded chain?
Or *throne* of corses *which* his sword hath slain?
Greatness and goodness are not means but *ends!*
Hath he not always treasures, always friends,
The good great *man?* Three pleasures, Love, and Light,
And calm *Thoughts*, regular as infants' *breath:*
And three firm *friends*, more sure than *day* and *night*,
Himself, his Maker, and the *Angel Death.*

1. Parse the words of the above marked in *Italics*, and subjoin a paraphrase of the whole.

2. Write out at length the rules of syntax, which, falling neither under the heads of *concord* or *government*, have still reference to the right collocation and arrangement of words in sentences.

3. Show by examples that the definite article *the* does not always *limit* the signification of the noun.

4. What are the various ways in which nouns and pronouns of the objective case may enter into a sentence? Give examples.

5. What is the rule with regard to the reflex application in composition of the terms, "the one" and "the other," respectively? Give examples.

6. Give the derivation of the adjectives *first, worst, best, naught, left, last,* and *next.*

Lesson Books.

1. What is the quantity of air, in cubic inches, supposed to be taken in at each ordinary inspiration, and supposing we respire sixteen times in a minute, how many cubic inches of oxygen gas will be consumed?

2. State the composition of animal and vegetable oils, and in what respects these substances differ in their composition respectively from gum, sugar, and starch.

3. Enumerate the laws by which the phenomena of chemical attraction are regulated.

4. State the characteristics of nitrogen gas, or azote, and the method by which it is most readily obtained.

5. In animals which chew the cud there are four stomachs concerned in digestion, describe the names and offices of the second and third.

6. Enumerate the discoveries of Thales, Boyle, and Newton, respectively, as regards electricity.

Geography.

1. Draw an outline map of the Black Sea, and mark the positions of Varna, Sinope, Odessa, Anapa, Trebizond, Sebastopol, Kalamita Bay, Straits of Enikale, and the mouths of the Danube and Dniester.

2. High tide is 5 hours 19 minutes earlier in Waterford than in Kingstown; in Dundalk it is 9 minutes, and in Belfast 1 hour 4 minutes earlier. How is this phenomenon explained?

3. When the clock is faster than the sun dial, is the true solar day greater or less than 24 hours? Explain the difference between the true solar day and the mean solar day.

APPENDIX G.

III. Questions proposed at the Examinations.

Male Teachers.

4. Explain what you conceive to be the nature, object, and probable advantages to geographical science, of the various arctic expeditions; and detail what you know of the eminent men engaged in these discoveries, the scenes through which they have passed, and the natural phenomena that have come under their observation.

History.

1. Name at least four principal epochs, with the date of each, belonging to the eighth century, B.C.

2. What led to the following battles, and what results followed each: Cannæ, Pharsalia, Hastings, Evesham, Bosworth Field, Lutzen, and Plassy.

3. Give a brief sketch of the life of David, noticing in particular the following points: the tribe to which he belonged, his occupation in early life, the circumstances of his election to the throne, and naming the principal events of his reign, and the works of his that have descended to our time.

4. To what family, respectively, did the female monarchs in England belong, under what circumstances did each succeed to the throne, and what were the most remarkable events of the reign of any one of them?

Money Matters.

1. Would capital, industry, and skill *alone*, unaccompanied by any other condition, be sufficient for the growth and accumulation of wealth; and if not, what is the condition necessary?

2. Are endowments for public purposes, as colleges, schools, hospitals, &c., to be considered a burden on individuals? State fully the grounds on which your answer is based.

3. Two professional gentlemen contrive to save £100 per annum each, the one spends this sum each year in the purchase of paintings or in the construction and maintenance of a conservatory, the other puts his savings in bank or the funds; which of these men, if either, contributes most to the wealth of the country, and in what way?

4. Enumerate the effects which, in your opinion, would follow the repudiation of the obligation to pay the interest of the national debt, and name the parties who would be, in many instances, most injured by such a procedure.

Lessons on Reasoning.

1. What kind of conversion does E admit of, and why?

a. What kind does I admit of, and why?

b. Why does O not admit of simple conversion? Show how it may be converted.

2. Explain what is meant by the *figure* of a syllogism, enumerating the different kinds, with examples of each.

a. Say what conclusions are alone admissible in the Second Figure, and why?

b. Say, again, what alone are admissible in the Third Figure, and why?

3. How may a conditional proposition be illatively converted? Give an example, and show with what kind of conversion this corresponds, in the case of categorical propositions.

4. Define the following technical terms: *genus, species, difference, property, accident, summum genus, and infima species.*

Male Teachers.

Arithmetic.

1. A, B, and C can perform a piece of work in 12 hours, A and B in 18 hours, and A and C in 20 hours; in what time can each perform it separately?

2. Extract the cube root of ·001030301.

3. Find the compound interest of £36 for 3 years, at £2 10*s.* per cent. half yearly, by the shortest method; and explain every step of the process.

4. Show how the interest of £74, for 44 days, at 5 per cent. per annum, can be made out by mental arithmetic; and give the reason of the rule.

5. Simplify the following expression:—

$$\left(\frac{2{\cdot}8\times 2{\cdot}27'}{1{\cdot}136'}+\frac{4{\cdot}4'-2{\cdot}83'}{1{\cdot}6+2{\cdot}629'}\right)\times\frac{6{\cdot}8\times 3}{2{\cdot}25}$$

Algebra.

1. Prove any three of the following propositions:

a. Every quadratic equation is the product of two simple factors.

b. Every irrational expression may be reduced to the form $a^2+\sqrt{-b^2}$; or every compound expression of a higher order may be resolved either into simple or quadratic factors.

c. In the quadratic equation $x^2+ax=-b$ where $a^2<4b$ the roots are *impossible* or *imaginary*.

d. In any quadratic equation $x^2+ax=b$, whose roots are r and $-r$, the sum of the roots $=-a$, and the product of the roots $=-b$.

2. Find, in general terms, the ratio (r) in the equirational series, one of whose extremes (z), whose number of terms (n) and whose sum (s) are given.

3. Resolve the following:—

$$\sqrt{(x-a)}+\sqrt{x}=\frac{b}{\sqrt{(x-a)}}$$

4. The product of two numbers added to their sum is 35, and 3 times their sum taken from the sum of their squares leaves 40; required the numbers.

Geometry and Mensuration.

1. The base of a triangle is 42, and the sides are respectively 45 and 39, required—

a. The segments into which the base is divided by a perpendicular from the opposite angle.

b. The perpendicular.

c. The area of the triangle.

d. The diameter of the inscribed circle.

e. The diameter of the circle which touches the base and the sides produced.

2. Prove that the sum of the squares of two lines drawn from the extremities of a chord to any point in a diameter parallel to it, is equal to the sum of the squares of the segments of the diameter.

3. If every two alternate sides of a heptagon be produced to meet, how many right angles will the sum of the salient angles, thus formed be equal to?

4. In a right angled triangle, radius is to the sine of double one of the acute angles as the square of half the hypotenuse to the area of the triangle.

Appendix G.

III. Questions proposed at the Examinations.

Male Teachers.

Natural Philosophy.

1. The weight of a body is 25 lbs., the centrifugal force 1,172, and the radius 4 feet; required the velocity and number of revolutions per minute.

2. State the sources from which the resistance of fluids to bodies moving in them arises, and show in what ratio it varies.

3. Explain the terms stalactite and stalagmite, the mode of the formation of those substances, and their chemical composition.

4. Describe, briefly, the process of obtaining coal gas; mention some of its constituents, giving their symbols, and adding to what substance its peculiar smell is due.

5. State the ingredients that are used in the manufacture of powder, the proportion used theoretically, giving in symbols, the compounds that result from its ignition; and explain the causes of its flame.

Book-keeping.

1. Point out, in detail, the several advantages that book-keeping by *double*, possesses over that by *single* entry.

2. What test of presumptive accuracy does double entry afford, and upon what principle does this test depend?

3. State, fully, the form of the Ledger; the order in which the several accounts are usually opened; the peculiar mode of closing each class of accounts; and the order in which they are closed, beginning with the last.

B.

Grammar.

Words are like *leaves;* and where they most abound,
Much *fruit* of sense beneath is rarely found.
False *eloquence*, like the prismatic glass,
Its gaudy *colours* spreads on every place;
The *face* of nature we no more survey,
All glares alike, without distinction *gay:*
But true expression, like the unchanging sun,
Clears and improves *whate'er* it shines upon;
It gilds all objects but it alters none.

1. Parse the words of the above marked in *Italics*, and subjoin a paraphrase of the whole.

2. Enumerate, with examples, all the cases where "*which*" may be used in reference to persons.

3. What is the rule with regard to the employment in the way of comparison of the comparative and superlative forms of the adjective?

4. Enumerate the several cases in which "*that*" may be used instead of *who* or *which*.

5. Syntax is said to be divided into two parts, concord and government: what is the logical objection to this division?

6. Enumerate the several words still retained in our language in which we can trace the old English or Saxon plural termination "*en*."

7. Explain the difference, in application and meaning, between the upper and lower terms of the following pairs:—

thin	trivial	value	whole	wise
slight	frivolous	price	total	prudent

Lesson Books.

1. Describe the organs of respiration in man, naming the peculiar functions of each organ, and state also the position and office of the diaphragm.

2. Give examples of the provision made by Providence for continued reproduction in the Vegetable Kingdom, as manifested in the numerous and admirable contrivances for dispersing the seeds of plants.

3. Explain in what way the mechanical process of admitting and ejecting the air is carried on in fishes; also in Frogs, Toads, Cameleons, and in some others of the Amphibious tribe.

4. Give a brief outline of the events which occurred in the reign of the Emperor Adrian, particularly those which took place in Britain.

5. In what manner is the carbonic acid gas which animals produce in respiration, and that which originates from fermentation and combustion, removed from the atmosphere?

Geography.

1. Why may places having the same isothermal line have different climates?

2. Give a short account of the Zollverein.

3. Why do ships on their voyage to and from Australia, nearly always *go* by the Cape of Good Hope, and *return* by Cape Horn?

4. Name the principal divisions of Upper Guinea, and give some account of the climate and government of each.

History.

1. Narrate the circumstances which led to the celebrated ode composed by Deborah.

2. Give a short sketch of the reign of Hoshea, naming at least three of the principal events.

3. Refer each of the following personages to his country, designating his rank and office, and naming the most remarkable events in the life of each, and the century in which each flourished: Brennus, Seleucus, Justinian, Harold, Pepin, and Gustavus Adolphus.

4. What similarity can you point out between the circumstances which led to the revolt of the American Settlers, towards the end of the eighteenth century, and the causes which led to the emigration of their ancestors in the reign of Charles the First?

Money Matters.

1. What, besides capital and skill, as shown in the history of some nations, is necessarily required in order that land should be properly cultivated? Enumerate the several elements which regulate the hire or rent which the farmer pays for the use of the land.

2. Name the principal agents in the production of wealth; and state which, in your opinion, is the most important.

3. Explain the difference between *money* and *wealth*.

4. Explain the cause of high rents, and name some classes who would, and some who would *not*, be benefited by their reduction.

Lessons on Reasoning.

1. Define what is meant by logical conversion, and enumerate its three kinds.

a. What is meant by saying that all conversion, to be legitimate, must be illative?

b. What kind of conversion alone does A admit of, and why?

2. Define the following technical terms: *syllogism, predicate, subject, minor term, major term, illicit process, converse, exposita, quantity, and quality.*

3. Why is it that in every syllogism one of the premises at least must be *universal?*

APPENDIX G.

III. Questions proposed at the Examinations.

Male Teachers.

a. Why, again, if one of the premises be particular, only a particular conclusion can be drawn?

4. Write down in order, one after the other, the *four* forms of expression by which in these lessons the nature of a proposition is defined or explained, and show that they all agree.

Arithmetic.

1. Find the least common multiple of 15, 16, 18, 20, 24, 27, 30.

2. Divide 519 into two parts, which shall have to one another the ratio of the sum of 8·675 and 4·725 to their difference.

3. Extract the square root of ·16.

4. Find the value of £·2943 by the shortest method, and give the reason of the process.

5. If £100 stock in the 3 per cents. is sold for £91 15*s.*, how much can be bought for £540, allowing $\frac{1}{8}$ per cent. on the stock bought for commission?

Algebra.

1. Illustrate by examples three of those axioms upon which all the operations for the solution of equations depend.

2. In an equidifferent series given the number of terms (n), one extreme (z), and sum of the series (s) required the difference (d).

3. Find the values of x, y, z, in the following simultaneous equations:—

$$\begin{aligned} 4x+8y+10z &= 98 \\ 6x+10y+12z &= 128 \\ 4x+3y+4z &= 55 \end{aligned}$$

4. Resolve the equation $\sqrt{x}+\sqrt{(x+a)}=b$.

Geometry and Mensuration.

1. Show by a diagram how the distance of an inaccessible object on the opposite bank of a river may be obtained, without advancing beyond the 26th prop. 1st book.

2. Give the general enunciation of the proposition which is the converse of the 17th prop. 1st book, "Any two angles of a triangle are together less than two right angles."

3. One sixth of the base of a triangle is 37, required the length of the line joining the bisection of the sides.

4. Prove that the square of either of the legs of a right angled triangle, is equal to the rectangle contained by the sum and difference of the hypotenuse and the other leg.

Natural Philosophy.

1. In a lever of the first order 18 inches in length, when in equilibrio the P is 3·25 and the W. 4·75, what is the length of the arms?

2. Draw a diagram showing a combination of levers marking the length of each arm, and show by a formula when there is equilibrium.

3. Explain the construction and use of the hydrometer.

4. Account, upon philosophic principles, for long, short, and perfect sight.

5. Into how many great divisions may elementary substances be classed, and by what other names are electric and non-electric bodies known?

Book-keeping.

1. When you hold a merchant's bill and learn that all the parties to it have become insolvent, what entry do you make?

2. On learning that one of these parties becomes solvent, and that he is ready to take up his bill, what entry do you make?

3. Show that those accounts termed *Imaginary* or *Fictitious*, are in point of fact as much *Real* as those that go under this name.

C.

Grammar.

Our little world, the *image* of the great,
Like that, amidst the boundless ocean *set*,
Of her own growth *hath* all that nature craves;
And all that's rare, as *tribute* from the waves.

As Egypt does not on the clouds rely,
But to the Nile owes more than to the sky;
So what our earth, and *what* our heaven denies,
Our ever constant friend, the sea, supplies.

The *taste* of hot Arabia's spice we know,
Free from the scorching sun that makes it grow;
Without the worm in Persian silks we shine;
And without planting, *drink* of every vine.

To dig for wealth we weary not our limbs,
Gold, though the heaviest metal, hither swims;
Ours is the harvest where the Indians mow;
We plough the deep, and reap what others sow.

1. Parse the words of the above which are in *Italics*, and subjoin a paraphrase of the whole.

2. When nominatives of different numbers are connected by *or* or *nor*, of what number must the verb be, and how should the nominative be disposed?

3. Before what other words than nouns may the article "the" be placed? Give examples.

4. Define what is meant by abstract nouns, and explain how they are formed, giving examples of their several endings.

5. Enumerate with examples, the several cases in which participles may be regarded as adjectives.

6. Give a list of the Emphatic or Compound Pronouns, and say how they are formed. When called Reflective?

Lesson Books.

1. Describe some of the peculiarities in the functions of respiration in birds.

2. Give the substance of the directions regarding the method of teaching contained in the preface to the Fourth Book of Lessons.

3. Give the substance of the lesson on the adaptation of plants to their respective countries.

4. Mention the countries where the mahogany tree is indigenous; describe the peculiarity of its mode of growth; and state in what way, and when introduced into use in England.

5. State the commencement and termination of what may be termed the first era of Modern History.

Geography.

1. Describe the Island of Sicily as to latitude, longitude, size, and boundary.

2. Why are mountains and table-lands so much colder than the valleys and plains below them?

APPENDIX G.

III. Questions proposed at the Examinations.

Male Teachers.

3. Name the county of the greatest area, and also the county of the greatest population in each of the four provinces of Ireland.

4. Refer the following articles of commerce to some country from which we obtain them :—cotton, whale oil, iron, flax, furs, ostrich feathers, oranges, saltpetre, coffee.

5. What is the name of the important town that lies on the Seine between Paris and Havre ; and for what is it remarkable ?

Money Matters.

1. Would the reduction of rents have any, and if so what effects on the rate of wages ?

2. In what sense is *health* said to be a thing of value, and what is wanting to make it an article of value in the *technical* sense ?

3. How do you show that all attempts of government to regulate *by law* the rate of wages must be useless and mischievous ?

4. Since it is not the expensive education which causes the surgeon to be better paid than the carpenter, how do you account for the great disparity in the respective values of their labours ?

Arithmetic.

1. Find the greatest common measure for 2312, 2618, 3162, and explain fully the principle on which the process depends.

2. If a person accepts £247 1*s.* 8*d.* as present payment of £252 0*s.* 6*d.* due four months hence, at what rate per cent. per annum does he allow interest ?

3. Required the value of £·5′.

4. Show how the interest of £48 for seven months, at six per cent. per annum, can be found by mental arithmetic, and give the reason of the *rule* by which it is done.

5. Extract the square root of $3\frac{3}{4}$.

Mensuration.

1. The circumferences of two concentric circles are 62·832 and 37·6992 : required the area of the circular ring contained between them.

2. The expense of paving a triangular court at 2*s.* 3*d.* the square yard is £36 19*s.* $7\frac{1}{2}$*d.* ; one side of the court is ninety-seven feet, required the perpendicular on that side from the opposite angle.

3. Does the area of a rhombus whose base is ten feet, differ from the area of a square whose base is of the same dimension ? Is the area of the former ascertainable without having any other dimension ?

4. When the lineal unit is an inch, what is the unit of area and of solidity ?

Book-keeping.

1. What account is it which has items charged in it for which no actual equivalent is seen in the books ?

2. Detail the cases in which accounts are closed with a *double balance*, the cases in which a *single* balance only can be used, and those in which no balance is used.

3. Extend the following so as to render it correct—"All things received are made *debtor* to all things delivered."

Dictation.

For many generations mankind have experienced the evil results of deficient ventilation, especially in towns, and suffered the penalty of delicate health, headaches, fevers, consumptions, cutaneous and nervous

diseases; and yet, from ignorance of the true nature and importance of the function of respiration, and of the great consumption of air in its performance, architects have gone on planning and constructing houses and edifices, without bestowing a thought on the means of supplying them with fresh air, although animal life cannot be carried on without it: and, while ingenuity and science have been taxed to the uttermost to secure a proper supply of water, the admission of pure air, though far more essential, has been left to steal in like a thief in the night, through any hole it can find open. In constructing hospitals, indeed, ventilation has been thought of, because a notion is prevalent that the *sick* require fresh air, and cannot recover without it: but it seems not to have been perceived, that what is indispensable for the recovery of the sick, may be not less advantageous in *preserving* from sickness those who are well. Were a general knowledge of the structure of man to constitute a regular part of a liberal education, such inconsistencies as this would soon disappear, and the scientific architect would speedily devise the best means for supplying our houses with pure air, as he has already supplied them with pure water.

Note.—*This being intended as an Exercise in Writing from Dictation, it is to be read aloud to the Teachers by the Inspector on the morning of the second day's examination.*

No. 2.—Female Teachers.

Female Teachers.

A[1].

Grammar.

1. Write a short essay on the following question: In what form, if under any, and with what precautions, should corporal punishment be resorted to in the management of children? State what methods you would recommend for the preservation of discipline in cases where corporal punishment has been strictly prohibited.

2. Write in correct form, and with proper punctuation, the following, and parse the words in *Italics*: "*so much the rather* thou celestial *light* shine *inward* and the *mind* through all her powers irradiate there *plant* eyes *all mist from thence* purge *and disperse that* I may see and *tell of things* invisible to mortal sight."

3. Mention the four classes of nouns that have no plural. State exceptions.

4. What is the meaning of each of the following forms of expression: "*to accord*," "*to accord to*," "*to accord with?*

5. In the following words state which you consider the correct orthography, and give the reason in each case for your answer:—*bason, basin; antechamber, antichamber; spa, spaw; lavander, lavender.*

Lesson Books.

1. Name the principal events which occurred in the reign of Edward IV., and say of what line he was the first king.

2. Write out the heads of a short lesson on vegetable life.

3. State the peculiarity which exists in the formation of the teeth in the shark, and in some of the skate species.

4. Who was the founder of the Persian empire? Name some of the principal events of his reign.

Geography.

1. Why does the moon come every day to the meridian about 50 minutes later than on the preceding day?

APPENDIX G.

III. Questions proposed at the Examinations.

Female Teachers.

2. Explain the chronical allusion to the naval flag of Great Britain contained in the following lines :—

"Ye mariners of England,
That guard our native seas;
Whose flag has braved a *thousand years*,
The battle and the breeze."

3. Is the number of rainy days in a year a certain index of the mean annual quantity of rain that falls in a country ?

4. Give the names of the British colonies and foreign possessions, arranged under the heads Europe, Asia, Africa, America, and Australia.

5. Give a brief account of the vegetation, the different classes of animals, the comparative civilization, and the relative salubrity of the countries that may be classed under the following heads :

Those countries whose climates are—

1. Hot and dry.
2. Hot and humid.
3. Cold and dry.
4. Cold and humid.

Arithmetic.

1. If £36 gain £7 in 22 months, what sum will gain £11 in 15 months ?

2. If a piece of cloth, measuring 42 yards, is bought for £45 8*s*., of which 12 yards are sold for £15, at what rate per yard must the remainder be sold in order to secure a profit of 10 per cent. on the sum laid out ?

3. Add up $\frac{1}{12}$£ $\frac{3}{4}$*s*. and $\frac{3}{4}$*d*. and reduce their sum to the decimal of a crown.

4. What sum put to interest at 4 per cent. per annum will amount to £505 12*s*. in 7 years ?

A².

Grammar.

1. Write out a form of time-table adapted to a female school, where a paid monitress is employed, and which with four classes has an attendance ranging between 40 and 60.

2. Write out in proper form and with correct punctuation the following, and afterwards parse the words in *Italics:* "I feel desires *that give assurance of their own* success and *that infused* from heaven *must thither tend so reads he* nature *whom the lamp of truth illuminates.*"

3. What is the number of the following nouns : "means," "news," "alms ?" Illustrate your answer by examples.

4. What are the exceptions to the rule "adjectives should not be used as adverbs ?"

5. In the following words state which is the correct orthography, and give your reason in each case. *Ancient, antient; puny, puisne; harebrained, hairbrained; country dance, contre danse.*

Lesson Books.

1. How and with whom did the first Assyrian monarchy end, and into what three kingdoms or empires was it subsequently divided ?

2. Name the three kinds of elementary organs in vegetables.

3. How do you account for the circumstance that birds have a greater volume of voice than any other animals of equal dimensions ?

4. Write out the heads of the lesson on the migratory instinct in fishes.

Geography.

1. Whether is the shadow of a man who is six feet high greater at noon in Cork or in Belfast?

2. Name four rivers which discharge their waters into the sea each by several mouths.

3. What cosmical or geographical theory do the following lines refer to? Give at least *three* other illustrations or proofs of the same theory:—

> "Though from the mast the mariner descries
> The well-known signals—the distant skies;
> Yet from the deck no signal can be seen,
> A wide extended ocean lies between."

4. Is the line of perpetual congelation the same in all latitudes—and if not, why?

5. At what time, and influenced by whom, did Francis II. resign the title of Emperor of Germany?

Arithmetic.

1. If £74 gain £17 in 19 months, how much will £65 gain in 13 months?

2. A cask of wine containing 120 gallons is bought for £85, of this 12 gallons are lost by leakage, at what rate per gallon must the remainder be sold in order to leave a profit of 16 per cent. on the sum laid out?

3. Add together $\frac{1}{15}$£ $\frac{7}{8}$*s.* $\frac{1}{4}$*d.*, and reduce their sum to the decimal of half-a-crown.

4. What sum put to interest at the rate of $4\frac{1}{2}$ per cent. per annum, will amount to £481 10*s.* in $7\frac{1}{2}$ years?

A³.

Grammar.

1. A celebrated writer on grammar asserts "That the memory is the only faculty of children of which teachers can properly avail themselves, and it is a vain attempt to address their immature powers of reason and reflection." Give your opinion at length upon this statement, and show wherein it is specially inapplicable to the teaching of grammar.

2. Punctuate the following passage, and parse the words in *Italics*:—

> "The frugal housewife trembles *when she lights*
> Her scanty stock of brushwood *blazing clear*
> *But dying* soon like *all* terrestrial *joys*
> *The few* small embers *left* she nurses well
> And *while her infant race* with outspread hands
> And crowded knees *sit cowering* o'er the sparks
> *Retires content to quake so they be* warmed."

3. What is the difference in meaning between the phrase "a few" and "few"? Illustrate by examples.

4. What are the verbs after which the participial form is frequently used instead of the infinitive mood?

5. Give the derivation of the following—

riches	*alms*	*groat*
festoon	*hermetical*	*jovial*

Lesson Books.

1. Name the most remarkable events which occurred during the reign of Edward III.

2. Enumerate the various kinds of seed vessels mentioned in the Sixth Lesson of the Fourth Book.

APPENDIX G.

III. Questions proposed at the Examinations.

Female Teachers.

3. Mention the names of some of the smaller animals whose instinct leads them to lay up a store of food for the winter.

4. Write out any portion you can recollect of Cowper's poem on cruelty to animals.

Geography.

1. Give the name of some lake that appears and disappears periodically, and state the cause of the phenomenon.

2. Describe the course of the river Danube, the direction in which it flows, the towns situated on its banks, and the nature of its commerce.

3. Lough Salt, in the County Donegal, is a lake which neither receives nor gives out streams of water; can you pronounce from this whether it is large or small, and what is likely to have been its origin?

4. Under whose reign, and at what time, did Prussia become one of the "*Five Great Powers of Europe*"?

5. Name some celebrated whirlpool, and explain how it has been formed.

Arithmetic.

1. If in 11 months £13 is gained on £116, in what time will £17 be gained on £95?

2. A person bought 75 yards of cloth at the rate of 3 yards for 4*s.* 9*d.*, and 75 yards at the rate of 4 yards for 4*s.* 9*d.*, what will he gain or lose by selling the whole at the rate of 4 yards for 6 shillings?

3. Add together $\frac{1}{6}$£ $\frac{3}{8}$*s.* $\frac{1}{2}$*d.* and reduce the sum to the decimal of a crown.

4. At what rate of interest will £290 amount to £368 6*s.* in $4\frac{1}{2}$ years?

A[4].

Grammar.

1. Is it proper in any case to resort to the extremity of *expelling* a child from school? If so, under what circumstances? Give your reasons at length for the view which you would be disposed to adopt.

2. Punctuate and parse the following passage, referring to any peculiarity in the grammar—

> "How many thousand of my poorest subjects
> Are at this hour asleep Sleep gentle sleep
> Natures soft nurse how have I frighted thee
> That thou no more wilt weigh my eyelids down
> And steep my senses in forgetfulness."

3. In the phrase "one ought to know one's mind," what word is represented by one?—Trace the derivation fully.

4. How would you explain to a class the rule in syntax, "some conjunctions require the indicative and some the subjunctive mood"?

5. State the three modes by which derivatives are formed from their primitives. Give examples of each.

Lesson Books.

1. Give a short account of any two of the following historical characters—Alexander, Darius the Mede, and Cyrus the Persian.

2. Mention the plants which afford materials for clothing, and the countries to which they respectively belong.

3. Name the plant from which sago is obtained, and state the countries to which it belongs.

Geography.

1. What is the name of the lake whose area is estimated to be equal to that of Great Britain and Ireland?
2. Explain the influence which the atmosphere of the burning sands of Africa, the East and North-east winds of Siberia, and the Northern and Atlantic Oceans, have upon the climate of Europe.
3. Why is the tide not at the highest when the moon is at the meridian?
4. Give a brief sketch of the life of the first Napoleon.
5. Up to what latitude, North and South, are the isothermal lines nearly parallel with the equator, and why?

Arithmetic.

1. If 1 lb. of thread make 3 yards of linen at $1\frac{1}{8}$ yards wide, how many pounds will be required to make a piece of linen 32 yards long and $1\frac{1}{4}$ yards wide?
2. A person buys 14 barrels 10 stones of oats at $9\frac{1}{2}d.$ per stone, and 11 barrels 8 stones at $10\frac{1}{4}d.$ per stone; what does he gain or lose by selling the entire at 11*s.* 8*d.*, per barrel, the barrel containing 14 stone?
3. Add up $\frac{1}{8}$£ $\frac{5}{6}s.$ $\frac{3}{4}d.$, and reduce the sum to the decimal of a pound.
4. In what time will £180 amount to £211 10*s.* at the rate of $3\frac{1}{2}$ per cent. per annum?

B[1].

Grammar.

1. Parse the following:—

> "He is not worthy to hold from Heaven
> The trust reposed, the talents given,
> Who will not add to the portion that's scant,
> In the pinching hours of cold and want."

2. Of what are the words *himself* and *themselves* corruptions? State the reasons for your answer.
3. Decline the nouns, *ox—thief.*
4. What do you understand by the *imperfect* participle? Why is it so called?
5. Write out a list of ten "*difficult and irregular words,*" all beginning with the letter "*M.*"

Lesson Books.

1. Name the monarch who first conferred the title of Prince of Wales upon his eldest son, and say for what object he did so.
2. Enumerate the various uses made of the Cocoa-nut tree by the inhabitants of the torrid zone.
3. Explain the marks of design exhibited in the structure of birds, and in the spine of serpents.
4. State some of the principal events which occurred during the life of Constantine.

Geography.

1. Name the celebrated towns which are situated on the Jumna, and give some account of each.
2. In what centuries did Richard I., Richard II., and Richard III., respectively reign? and give some account of the reign of any one of them.

APPENDIX G.

III. Questions proposed at the Examinations.

Female Teachers.

3. Name the countries to which the following mountains belong, and place an asterisk before any of them more than 5,000 feet high :— Simplon, Olympus, Hecla, Snowdon, Carmel, Table Mountain, Cotopaxi, and Parnassus.

4. Name the chief manufacturing town, and the chief post-town in Belgium. Mention also the rivers on which these towns are respectively situated.

5. Why is the rise of the tide almost imperceptible along the coasts of the Mediterranean ?

Arithmetic.

1. Multiply 68497 by 125, using the shortest method.

2. Make up the price of 17 cwt. 2 qrs. 7 lbs. of wheat, at £1 17*s.* 6*d.* the barrel of 20 stone.

3. Divide $\frac{3}{7}\frac{3}{5}$ $\frac{1}{7}\frac{1}{1}$ by $4\frac{4}{5}$.

4. In what time will £320 amount to £332 12*s.*, at $5\frac{1}{4}$ per cent., per annum ?

5. What is the cost of 6 cwt. 2 qrs. 16 lbs., at £4 13*s.* 4*d.* per cwt. ? Proceed by practice, and adopt the shortest method.

B².

Grammar.

1. Punctuate and parse the following : "When I compare Athenians the speeches of some amongst you with their actions I am at a loss to reconcile what I see with what I hear."

2. It is usually stated that "*a*" becomes "*an*" before a vowel or a silent "*h*"—say in what way this rule could be more correctly expressed, and give your reasons.

3. Write out in a correct form, the declension of the several personal pronouns.

4. What are the several forms of the *Present* tense ?—Give examples of each.

5. Give the plurals of the following nouns :—

Antithesis.	*Bandit.*
Dogma.	*Echinus.*
Die.	*Index.*

Lesson Books.

1. To what lines did the following monarchs respectively belong :— Egbert, Canute, Stephen ?

2. Write out the substance of the lesson on combustible minerals and precious stones, as given in the Fourth Book of Lessons.

3. When was the Temple built, and by whose appointment ?—State the reason assigned for its erection upon the site chosen.

4. Write out the heads of the lesson on the migratory instinct in birds.

Geography.

1. Explain what the poet refers to when he speaks of—

"The tufted isles,
That verdant rise amid the Lybian wild."

2. How does it happen that saline incrustations are found upon the beds of some of the lakes of Asia, Africa, and America ?

3. Whether are the tides higher at the Equator or the Poles? and explain why.

4. After the extinction of the Danish line on the throne of England, in whose person was the Saxon line restored?

5. Name the provinces into which the Holy Land was divided by the Romans.

Arithmetic.

1. Write out the Rule of Simple Proportion, and show how the second term can be found, when the first, third, and fourth terms are given.

2. Make up the cost of 14 cwt. 1 qr. 12 lbs. of potatoes, at the rate of 15*s.* the barrel of 20 stone.

3. From the sum of $\frac{4}{7}$, $\frac{1}{5}$, $\frac{2}{11}$, subtract $\frac{3}{8}$.

4. Show how the interest of £375 for 11 months, at $4\frac{1}{2}$ per cent., per annum, may be found by mental arithmetic.

5. Find by practice, using the shortest method, the price of 17 yds. 1 qr. 3 nls., at 18*s.* 9*d.* per yard.

B[3].

Grammar.

1. Parse the following: "Whoever is admitted or sought for in company upon any other account than that of his merit and manners, is never respected there, but only made use of."

2. What is the peculiarity of the word *whoever* in the above passage? State the words that require a similar construction.

3. Decline the nouns—*child, mouse.*

4. How is it shown that in cases where words are said to be in apposition there is an ellipsis?

5. Write out a list of ten "*difficult and irregular*" words, all beginning with the letter "*C.*"

Lesson Books.

1. When, and in the reign of what monarch, was the Act of Union between England and Scotland passed?

2. Mention the place where Moses died, and state the reason assigned why no monument was erected to mark the spot where he was interred.

3. How many times did Captain Cook sail round the World? Mention some of his discoveries, and name the place where he was killed.

4. In the person of what monarch were the houses of York and Lancaster united?

Geography.

1. Whether is it in tropical or northern seas that the saltness of the water is the greater, and what advantage results from the phenomenon?

2. Whether do the tides rise higher in the oceans or in straits and bays? and explain the reason of the difference.

3. Give all the names by which the Dead Sea is known in Scripture, and also the name which the Greeks gave it.

4. Under what celebrated Roman General, and at what time, was the conquest of Britain finally effected by the Romans?

5. What are the names given to the vast plains in Venezuela and in Buenos Ayres? and give a brief account of them.

APPENDIX G.

III. Questions proposed at the Examinations.

Female Teachers.

Arithmetic.

1. Write out the Rule of Compound Multiplication that applies to cases where the multiplier exceeds 12, but is not produced by factors below 13.

2. Find by practice, and the shortest method, the rent of 87 acres, 3 roods, 17 perches, at 17*s.* 6*d.* per acre.

3. The Income Tax on a property of £750 a-year amounts to £35 3*s.* 1½*d.*, how much is this in the pound?

4. At what rate of interest will £370 amount to £428 5*s.* 6*d.* in 3½ years?

5. Find the sum of $\frac{3}{16}$ and $\frac{2}{15}$.

B[4].

Grammar.

1. Parse the first clause of the following: "A cool, steady resolution should show that where you have a right to command you will be obeyed; but, at the same time, a gentleness in the manner of enforcing that obedience should make it a cheerful one, and soften as much as possible the mortifying consciousness of inferiority."

2. What is the force of the word "*will*" in the above passage? State how, from the original meaning of "*shall*" and "*will*" we may avoid errors in applying them.

3. Give the plurals of the following nouns:—

Analysis,	*Appendix,*
Dilettante,	*Genus,*
Madame,	*Tumulus.*

4. What class of pronouns may be considered *real* pronouns, and why?

5. Give three examples of verbs having two forms to express the transitive and intransitive senses.

Lesson Books.

1. Name the first king of the Plantagenet line, and mention some of the most remarkable incidents which occurred in his reign, principally as regards Ireland.

2. State what is meant by Zoophytes, and name the class to which they belong.

3. In what respects are insects unlike other animals?

4. What induced the Philistines to send back the Ark after having had it in their possession seven months?

Geography.

1. Explain the difference between Spring and Neap tides.

2. Why was the Holy Land so called, and why also at different times called the "Land of Canaan," "Palestine," "Judea," and the "Promised Land."

3. State the time and nature of the Norman Conquest, and give a short account of the principal actor in it.

4. The difference in time between two places is one hour and five minutes, what is the difference in longitude?

5. Explain how it happens that the Sun *never sets* on Her Majesty Queen Victoria's dominions.

Arithmetic.

1. Write out the rule for proving division, and show how the value of the quotient is determined.

2. Make up the price of a load of corn, weighing 23 cwt. 3 qrs. 18 lbs. at 13*s.* 6*d.* the barrel of 14 stone.

3. Calculate the interest of £450 10*s.* from the 25th March until the 20th September, at the rate of 4½ per cent. per annum.

4. If $\frac{5}{9}$ yards cost 12*s.* 11*d.*, how many yards may be purchased for £3 7*s.* 1*d.*?

5. Multiply 40,486 by 999, adopting the shortest method.

C[1].

Grammar.

1. Parse the first two lines of the following :—

> "To be good is to be happy—Angels
> Are happier than men because they're better.
> Guilt is the source of sorrow; 'tis the fiend,
> The avenging fiend that follows us behind
> With whips and stings."

2. Give three examples of nouns having double plurals to express different meanings.

3. What are the three forms or tenses of the verb to mark past time? Give an example of each in singular form, going through the different persons.

4. State the classification of adverbs usually adopted, with examples.

5. In such phrases as "ah! me," "woe's me!" how is the pronoun governed?

6. Analyze the words *intolerant*, *export*, *dissuade*, and give examples of other derivatives from the same roots.

Lesson Books.

1. Give some account of the following historical characters :—Mary Queen of Scots and James the First.

2. Describe the Crustacea, and name some animals which belong to this class.

3. What peculiarity characterized the delivery of the Moral Law to Moses which did not mark that of the Civil and Ceremonial, and which would seem to indicate that the former was a code which all men are bound to obey?

4. Write out the heads of a short lesson on the uses of the leaves of plants.

Geography.

1. When America was discovered by Columbus, who was king of England, and to what *house* did he belong?

2. Describe how Bulgaria, Wallachia, Bessarabia, and Moldavia are situated with respect to each other, and name the sea nearest to them.

3. Name the countries which are included in the Empire of Austria.

4. Give the names of the principal headlands and bays between the mouth of the Bann and the mouth of the Suir.

5. Where are Trieste, Romelia, Formosa, and Geelong, and say, in each case, whether it be a town, a division of a country, &c.?

Arithmetic.

1. Define notation, and express in words 8,046,007.

2. From 347 tons 13 cwt. 2 qrs. and 23 lbs., subtract 39 tons 15 cwt. 3 qrs. and 25 lbs., and divide the remainder by 63.

APPENDIX G.

III. Questions proposed at the Examinations.

Female Teachers.

3. If 7 yards and 2 nails of cloth are bought for £1 18*s.*, what will $17\frac{3}{4}$ yards come to?

4. If a person with a yearly income of £78 10*s.* lay by 3*s.* 9*d.* per week, how much will he have to spend each day?

5. Make up the following bill of parcels:—

$13\frac{1}{2}$ yards of cloth, at 11*s.* 9*d.* per yard.
$9\frac{3}{4}$ „ at 8*s.* 6*d.* „
$13\frac{1}{2}$ oz. of tea, at 4*s.* 4*d.* per lb.

C³.

Grammar.

1. Parse the following: "The price of land, either to buy or hire, increases like the price of every thing else in proportion to the scarcity of it, compared with the number of those who want it, and can afford to pay for it."

2. Give three examples of nouns that have the singular and plural alike. How in such cases may the number be known?

3. What is the essential difference between "*the*" and "*that*"?

4. Which of the personal pronouns are declined similarly in the plural?

5. What verbs have the same case both before and after them? What is the reason of this rule?

6. State the meaning of the following roots: *Caput, Culpa, Dies, Juro,* and give some examples of derivates from each.

Lesson Books.

1. Give some account of the principal events which occurred in the reign of Solomon.

2. Give a brief outline of the directions given for establishing and maintaining a small cottage flower garden, as set forth in the eighth lesson of the Third Book.

3. Give a short description of the Nautilus, and the observations of Mr. Patterson on this subject.

4. Where are Beavers found, to what order do they belong, and for what instincts are they chiefly remarkable?

Geography.

1. What are the ranges of mountains that occupy the South-eastern part of Europe?

2. Name at least five of the principal lakes of Ireland, and the counties in which they are situated.

3. In whose reign, and in what century, was the *Magna Charta* signed?

4. Describe the portion and boundary of each of the following countries:—

1. Duchy of Nassau.
2. Grand Duchy of Baden.
3. Kingdom of Saxony.

5. Give a detailed account of the mountains of England, their heights, counties in which they are situated, &c., &c.

Arithmetic.

1. Write down the signs by which addition, multiplication, subtraction, and division, are indicated.

2. Divide 47 yards 3 quarters and 2 nails between 17 persons, and make up the price of each person's share, at 16*s.* 8*d.* per yard.

3. What yearly income would enable a person to spend 8*s.* 6*d.* a day, and lay up £2 13*s.* 4*d.* per month?

4. Make out by practice the cost of 3 lbs. 5 oz. and 12 dwts., at 5*s.* 9*d.* per oz.

5. Make up the amount of the following articles in the form of a bill:—

$11\frac{3}{4}$ yards at 3*s.* 9*d.* per yard.
17 yards 3 quarters at 17*s.* 6*d.* per yard.
$12\frac{1}{2}$ yards at 12*s.* 6*d.* per yard.
$7\frac{1}{4}$ do. at 4*s.* $9\frac{1}{2}$*d.* do.

C[4].

Grammar.

1. Parse the following: "A difficulty removed affords no trivial delight; and in didactic poetry those bards have succeeded best who have chosen a subject neither too elevated on the one hand, nor too mean and despicable on the other."

2. What nouns form the plural by the addition of "*es*"? Give a reason for this.

3. What animals are usually spoken of under the neuter form?

4. Decline the pronoun *it*.

5. What verbs do not admit of the progressive form of conjugation?

6. Write out a list of the Saxon, Latin, and Greek prefixes which begin with the letter "*a*," giving the meaning of each.

Lesson Books.

1. In the reign of what English monarch was the battle of Bannockburn fought, and with what results?

2. Give some explanation of the echo, as mentioned in the Third Book of Lessons.

3. State the substance of the lesson on the peculiar instincts of the butterfly.

4. To what order of birds do the following belong:—the Cuckoo and Corncrake? Mention any thing you know of the habits of these birds.

Geography.

1. Are there any powerful beasts of prey on the Continent of Europe? If so, state their names, and the countries in which they are found.

2. Describe the course of each of the rivers in Ireland which bears the name of Blackwater, and give the name of the county in which each rises, and the principal towns situated on the banks of each.

3. In what century was Christianity introduced into Ireland, and by whom?

4. Give the name of a town on each of the following rivers:—Rhine, Tagus, Thames, Shannon, Neckar, Tiber, Danube, Mississippi, St. Lawrence, and Lee.

5. State the country to which each of the following towns belongs:—Salamanca, Civita Vecchia, Turin, Barcelona, Christiana, Granard, Bilboa, Shrewsbury, Paisley, and Bonn.

APPENDIX G.

III. Questions proposed at the Examinations.

Female Teachers.

Arithmetic.

1. State the rule for subtraction, and give the method by which the accuracy of the work can be proved.

2. How many yards of cloth will be required for 308 persons, allowing $4\frac{3}{4}$ yards to each?

3. Make up the cost of the number of yards required at 3*s.* $9\frac{1}{4}$*d.* per yard.

4. Make out by practice the cost of 5 lb. 3 oz. and 15 dwts. at 5*s.* 6*d.* per oz.

5. Make up the amount of the following articles in the form of a bill :—

14 cwt. 3 qrs. at £1 5*s.* per cwt.
17 yards 3 nails at 17*s.* 6*d.* per yard.
14 yards at 7*s.* $4\frac{1}{4}$*d.* per yard.
207 yards at $3\frac{3}{4}$*d.* per yard.

Paid Monitors.

No. 3.—PAID MONITORS.

FIRST YEAR.

Grammar.

1. Parse—"In all parts of the world the ant is remarked for its wisdom."

2. Name at least *three* different ways, with examples, in which the plural is formed.

3. Write out the rule of syntax which defines the agreement between the relative and the antecedent.

Geography.

1. Name all the inlets of the Atlantic on its east.

2. Write out the names of the provinces of Ireland, and of the counties in any one of them, with their chief towns.

3. Name the principal mountains in Ireland, and the height in feet of any two of them.

Lesson Books.

1. Give the substance of the lesson of the Sloth and the Squirrel, and state how you would explain its meaning to a class.

2. Write out the words of the paraphrase of "Our Father, who art in heaven," as given in the Second Book.

3. Mention the circumstance from which Mungo Park states he derived consolation when alone in the midst of an African wilderness.

Arithmetic.

1. Express in figures five millions, three thousand, and two.

2. Reduce 3,700 yards to miles.

3. Since 11 Irish are equal to 14 English miles, what is the length in English miles of a road measuring 63 Irish?

SECOND YEAR.

Grammar.

1. Parse—"Desire to do good, and seek occasion for it."

2. What is meant by the *case* of a noun?

3. Name and define all the ways according to which verbs may be classed.

Geography.

1. Name in degrees and minutes the parallels of latitude and the meridians of longitude between which Ireland lies.
2. Describe the route by sea from Archangel to Odessa.
3. Write out the *political* divisions of Europe, giving the population and area of any two of them.

Lesson Books.

1. Mention some of the instances of the natural affection of animals given in the Lesson Books.
2. Describe the Tyrol as nearly as you can in the terms of the Fourth Book of Lessons.
3. State the proportions in which every 20*s.* paid in taxes is disposed of for, respectively, the support of the army and navy, the payment of the civil list, and the payment of the interest of the national debt.

Arithmetic.

1. Express in figures nine millions, forty thousand, and thirteen.
2. Divide £482 12*s.* 9*d.* among 75 men by the method of factors.
3. If a person pay £23 6*s.* 8*d.* income tax in the year, at the rate of 14*d.* for the pound sterling, what is his income?

NOTE.—The Inspector is to give out an exercise in writing from dictation.

THIRD YEAR.

Grammar.

1. Parse—"We have found this, that industry is itself a treasure."
2. What properties are common to nouns and personal pronouns, and why?
3. Mention the rules of orthography exemplified in each of the following words :—*pursuing, sureness, delightful, replied,* and *committed.*

Geography.

1. What are the general divisions of North America, and the names of the New England states?
2. State under what names Ireland was known at different periods, and mention at least three historical events of importance connected with it between the fourth and the nineteenth centuries.
3. What are the modifications of the general principle that the temperature of a place depends upon its latitude?

Lesson Books.

1. Mention at least three sources of surprise to Owen, the country child, on "his first day in town."
2. State some of the trials that Moses had to submit to in his journey towards Canaan.
3. Show by examples that the value of each kind of labour is higher or lower as the supply is limited.
4. Mention the different forms of government that existed at Rome from its foundation to the first century, the duration of each, and some of the principal persons under each.

Arithmetic.

1. Subtract four millions, nineteen thousand, two hundred, and eleven, from six millions, eighty-one thousand, and forty-three.
2. What is the price of 3 cwt. 1 qr. 17 lbs. at £3 9*s.* 4*d.* per cwt.
3. What money must I put to interest to gain £39 16*s.* $8\frac{1}{2}d.$ at $5\frac{1}{2}$ per cent., in one year?
4. If the rent of a farm containing 11A. 3R. 9P. be £14 7*s.* 6*d.*, what

APPENDIX G.

III. Questions proposed at the Examinations.

Paid Monitors.

would be the rent of a farm containing 15A. 1R. 12P., if 9 acres of the latter be worth 7 of the former.

Algebra. (*For Males only.*)

1. Express algebraically the square of the sum of a and b, multiplied by the first power of their difference.

2. Write out the rule for subtraction, and give one example.

3. Find the value of x in any one of the following equations:

$$3x-4+5x-9=27$$
$$7x-2a=6x+2b$$
$$6(x-3)=15x-81$$

4. A man and a woman can earn £6 8*s.* per month, but the man's labour is worth three times as much as the woman's, what should each receive?

NOTE.—The inspector is to give out an exercise in writing from dictation.

FOURTH YEAR.

Grammar.

1. Correct, and parse when corrected, the following words: "Be they whom they may."

2. How do all regular verbs *not* ending in *e* differ in conjugation from the verb to love?

3. Explain the processes by which the following words are formed, naming their primitives: *puzzle, nipple, haft, girth, match,* and *fulsome.*

Geography.

1. What causes have been assigned for the difference of temperature between the northern and the southern hemispheres?

2. Give the classification of the counties of England, and mention the chief towns in any two of them.

3. Name the divisions of Palestine made by the Romans, and the chief towns in each.

Lesson Books.

1. Mention at least three sources of surprise to Owen, the country child, on his "first day in town."

2. State some of the trials that Moses had to submit to in his journey towards Canaan.

3. Show by examples that the value of each kind of labour is higher or lower as the supply is limited.

4. Mention the different forms of government that existed at Rome from its foundation to the first century, the duration of each, and some of the principal persons under each.

Arithmetic.

1. Subtract four millions, nineteen thousand, two hundred, and eleven, from six millions, eighty-one thousand, and forty-three.

2. What is the price of 3 cwt. 1 qr. 17 lbs. at £3 9*s.* 4*d.* per cwt.

3. What money must I put to interest to gain £39 16*s.* 8½*d.* at 5½ per cent., in one year.

4. If the rent of a farm containing 11A. 3R. 9P. be £14 7*s.* 6*d.*, what would be the rent of a farm containing 15A. 1R. 12P., if 9 acres of the latter be worth 7 of the former?

Algebra. (*For Males only.*)

1. Express algebraically the square of the sum of a and b, multiplied by the first power of their difference.

2. Write out the rule for subtraction, and give one example.

3. Find the value of x in any one of the following equations :

$$3x-4+5x-9=27$$
$$7x-2a=6x+2b$$
$$6(x-3)=15x-81$$

4. A man and a woman can earn £6 8*s.* per month, but the man's labour is worth three times as much as the woman's, what should each receive ?

Note.—The Inspector is to give out an exercise in writing from dictation.

IV. Professor M'Gauley's Report on the Training and Central Model Schools, and Head and District Inspectors' Reports on District Model Schools.

No. 1.—A General Report on the Training and Central Model Schools, by the Rev. Professor M'Gauley.

Gentlemen,—I have deemed it right, so many years having now elapsed since the Commissioners confided to my colleague and myself the training of the teachers, and the superintendence of the Model Schools, to give the Board the benefit of our long experience, by furnishing a General Report of the Training Department, from its first establishment until the close of 1855. I have spared no pains, as far as the space I have allowed myself would permit, to render it a complete history of this department, and an exact exposition of its present state, that *each* of the Commissioners may see at a glance every thing connected with it. And since this is the first General Report which has been drawn up on the subject, I have thought it right to treat the different branches of the Training Department in detail, and to point out the various steps by which the excellence to which it is universally admitted the training system has reached, was attained ; as, also, to direct the attention of the Board to those points in which our experience has shown that it is capable of further improvement.

The Training Department comprises the residences of the teachers, the Model Schools where they are practised in the art of teaching, and the professorial establishment in which they are instructed in the various branches of knowledge suited to their profession.

The Glasnevin residence, for male teachers, which accommodates fifty persons, was opened in 1838; that in North Great George's-street, which accommodates forty-eight, in 1844 ; that in Marlborough-street, which accommodated forty-seven—but is not now required—in 1847 ; that in the Education Buildings, which accommodates fifty-one, chiefly members of the Special Class, in 1852 ; and that in Talbot-street, for female teachers, which accommodates forty-five members of the ordinary, and fifteen of the Special Class, in 1844. The domestic arrangements of these residences and their superintendence, not being included in our duties, which, it will be seen, are already sufficiently numerous to require *all* our time and energy, are confided to the care of vigilant and intelligent officers, who report specially to the Board when necessary. I shall, therefore, confine myself to the literary and pedagogic training of the teachers, and the Model Schools, beginning with the latter because first established.

The Commissioners, on the 18th of March, 1833, opened, in Merrion-street, a male school, accommodating 200 boys : and on the 15th of the following April, a female school, accommodating 100 girls—the numbers being afterwards increased. These male and female schools were removed to the Education Buildings, Marlborough-street, in 1836.

The following are the average numbers on the rolls, and attendance, at the commencement and close of the Merrion-street schools, and the commencement of those in Marlborough-street:—

		On the Rolls.	Attendance.
MERRION-STREET SCHOOLS.			
Last Six Months of 1833.	Males, .	216	138
	Females, .	198	113
Last Six Months of 1835.	Males, .	366	282
	Females, .	198	129
MARLBOROUGH-STREET SCHOOLS.			
Last Six Months of 1836.	Males, .	376	217
	Females, .	210	190

The Infant School was opened for the first time, in Marlborough-street, March 12th, 1838; the average number on the rolls, for the first six months, being 183, and the average attendance, 121.

Professors appointed Superintendents of the Training Department.

My colleague (who has been an officer of the Board since 1832) and I were appointed Professors in May, 1838, our duties being then only to lecture the teachers in training, on our respective branches; but in 1839 the Board directed us to undertake the superintendence of the Model Schools; and on the resignation of the Rev. Dr. Carlile, who held the office of Professor of Education, we were desired to perform the duties of his professorship, which duties, as well as those of Dr. M'Arthur and Mr. Wilderspin, we have ever since fulfilled—and, I may add, gratuitously.

Admission of the pupils; and registration of their religion.

Almost from the commencement, we have admitted the pupils of the Model Schools ourselves. By this means, the religion of the children has always been most carefully registered; and applicants, of which there have been sometimes so many as 600 waiting for vacancies, admitted according to their order on the list.—If the parents are of different religions, the father selects the one in which he desires his child to be instructed, during the time set apart for that purpose. When vacancies occur, the children are summoned, by a note,* which contains also the prices of books required by them to prepare their lessons, the most important regulations of the school, and the Board's "General Lesson," inculcating mutual kindness and charity.

Attention to cleanliness, &c.

We are particularly careful, in the Model Schools, that the children come clean, and, as far as their means will permit, decently clothed. No child with any cutaneous or other infectious disease is admitted into them; and to prevent the introduction of such, the pupils are inspected by the medical attendant of the institution, as soon as they have been admitted. To promote order and discipline, and to improve the health of the children, a drill-sergeant has been employed, with little intermission, and with excellent effect.

Quarterly payments.

Being anxious that, as in the other National Schools, the parents should have the option of paying one shilling per quarter, in advance, we obtained the sanction of the Board for this arrangement: the rate to be reduced, on recommendation from a clergyman. We expected that this would, in some degree, prevent a great fluctuation in the schools, which we found to arise from dismissals and re-admissions; but the parents did not avail themselves of this privilege. From the superior character of these schools, however, and the excellent education imparted

* See (A), Appendix.

in them, the parents pay for the children most willingly, and they are at all times as full as possible.

We have always sent in a Weekly Report* on the Model Schools, our first being dated April 18th, 1839. Under the head of observations, we introduce into this Report any remarks, or suggestions concerning the Model Schools—those which relate immediately to the teachers in training being forwarded as memorandums on letters referred to us, or being the subjects of separate communications sent in by us.

Weekly Reports on the Model Schools.

Pupil-teachers have from the commencement been employed in our Model Schools, as also monitors; and they have been found of very great utility. With us, the former differ from the latter in little else than being paid. There is no doubt that monitors save the teachers much labour; and, if *properly selected*, enable them to render their time far more generally useful. In these countries partially, and still universally in Germany, &c., we find the strongest prejudice against them, from their having been tried injudiciously, and therefore unsuccessfully: we have found a combination of the monitorial and simultaneous systems to answer admirably. In the schools in which monitors are not adopted there is, of necessity, a much larger staff of teachers, and consequently a much greater expenditure on that point, than with us. When instruction is given only by the *teachers*, unless the latter are extremely numerous, many of the children will be not only unemployed, but disorderly. Besides, monitors having themselves so lately experienced the difficulties of learning, are more capable of apprehending and removing the difficulties of those whom they instruct. This applies very strongly to the pupil-teachers; those in our Model Schools, particularly in the female school, are highly intelligent and effective, and are a credit to the institution: from them have been derived, and will continue to be derived, our very best teachers. *Paid* monitors have been employed from the opening of our schools. In the female school, it was usual, at first, to distribute tickets in payment, their value being about 1*s.* 8*d.* per hundred, and when exchanging them for money, the fines were deducted. But the use of these tickets has been discontinued since the end of 1837. The head teachers of the schools now distribute certain sums per week to the paid monitors, according to their merits: a memorandum† of the amount to be given being sent to the Accountant. Except in the weeks immediately before the Christmas and Summer vacations, when the proceeds are allotted to the unpaid monitors, the money received from the pupils is forwarded to the Accountant, with a suitable memorandum.‡ Besides having the receipts of the schools for the weeks immediately preceding the Christmas and Midsummer vacations divided among them, the unpaid monitors receive extra instruction at stated times. When we commenced our superintendence of the Model Schools, we found that, notwithstanding our having so greatly increased the number of pupils, we could without causing the least disorder or inconvenience, very much diminish the number of monitors:—we therefore reduced them in the male school from sixty-seven to seven, and in the female school from forty-eight to four. It has been found convenient, however, to increase their number since.

Pupil-teachers and Monitors.

Towards the close of 1839, a small apartment in the basement story of the male school was fitted up, in a great degree, as a *Model* School; but it was afterwards required for the drawing class: and we have not since had a *Model* School, properly so called. In reality, sufficient distinction has been rarely made between a *practising* and a *model* school. In those countries in which education has been carefully attended to,

Model School, properly so called.

* See (B), Appendix. † See (C), Appendix. ‡ See (D), Appendix.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

there are *both* model and practising schools. The latter are small, or if large are invariably divided, so that no more than from sixty to one hundred pupils are taught in the same apartment. For it is considered certain that, when the latter number is exceeded, the inevitable noise is sufficient to distract the attention of the pupils and the teacher: and it is evident that our teachers in training must be far less effectually instructed in a large, and therefore, a noisy school, than in one that is moderate in size, and, by consequence, quiet and orderly. It is probable even that, in our anxiety to make these schools more useful to the public, we have allowed the number of pupils to become so great, as to render the drafts too large for proper teaching, and for sufficient attention to the conduct of the children in them. Noble school-rooms, such as ours undoubtedly are, filled with clean and intelligent children, and provided with abundance of teachers, must be a highly interesting sight. But experience seems to have shown, that the appearance is better than the reality. It would, therefore, it is probable, be more useful if a number of small school-rooms were constructed in the play-grounds—which might be enlarged in another direction—so as to open into the present school-rooms. The largest of the latter could then be arranged as a common hall, which is much wanting. One of them might be provided with an organ, seats, &c.: and either pupils or teachers, or even both, might be assembled there, when it is necessary, as it often is, to address them simultaneously. Or class-rooms might be constructed in the grounds, along the northern and southern walls, which are, at present, unsightly objects. Mr. Tufnell, speaking of the Home and Colonial Society's school,* says—"The most marked feature of this institution is the excellent practising schools, which contain 600 children, divided into every description of school which may serve as a model of what is, or ought to be, met with in every part of the kingdom." But, besides all this, a *model* school, in the true sense of the word, should be provided:—that is, one in which the teachers in training might *see* a school maintained in the best condition, by a good ordinary teacher, having only the requisites, salary, and emoluments, which any of themselves might reasonably expect to find, in almost any part of the country. Not one of our present schools can be a *model* for them: since, though all of these can be used, to a certain extent, for *practising* the teachers, none of them can be pointed out for their *imitation*. This proposed model school, should be in the grounds, but not immediately in connexion with the practising schools. The teachers in training should *look at*, but not *meddle* with it. The master in charge of it should be a first-rate teacher: while attached to it, he should look for no advantages not attainable by ordinary country teachers; but after having been a reasonable time over it, he might, if found highly deserving and attentive, be promoted to another, and more lucrative situation. He should, as far as possible, have the entire charge and responsibility of this school:—in a word, so far as circumstances will allow, he should be in precisely that position, in which the *ordinary* national teachers are placed. He must be carefully chosen; and if he do not give entire satisfaction, he must, without any hesitation, be changed for a better.

Vacation in the Schools.

The time which should be allowed for vacations in the schools has been the subject of much consideration. At first a very large amount was granted for the purpose: but, by a minute of the Board, dated May 9, 1839, there were to be three weeks vacation in Summer, two at Christmas, and one at Easter. However, being anxious to give the teachers that relaxation which is indispensable to them, after their ardu-

* Minutes of the Committee of Council for 1854, p. 346.

ous duties, by leaving them free during these periods, but, at the same time, to keep the schools open, we suggested that, at Christmas they should be committed to the charge of members of the Special Class. This arrangement was tried in the winter of 1845 ; and the experiment was repeated at the same period, for several years, a small remuneration being given to the Special Class for this service. We did not attempt any thing of the kind during Summer vacation, except in 1843 : we at that time closed the schools for one fortnight only—which was required for necessary repairs, &c. ; and since we could not then employ the members of the Special Class, as *some* rest was indispensable to them, we arranged that each teacher belonging to the schools should enjoy a month—though not all at the same time. This plan was a failure, because not only the teachers, but the pupils require intermission ; for although education is no doubt, at present, a pleasure and a privilege to those who receive it, it is also a labour ; and they are both more energetic and assiduous, if not altogether deprived of relaxation at specified periods. Indeed, I have long been persuaded that an occasional holiday at other times, from accidental causes, is not without its benefit in this way. I must add that the teachers found it impossible to enjoy their vacations, while the schools were open, since they could not altogether divest themselves of responsibility. The necessity for vacations is, in truth, recognised everywhere :—in the ordonnance of the Grand Duke of Saxe Weimar, it is stated to be "no more than just to grant the masters the vacations necessary to rest them after their exhausting duties."* And persons who compare the *mere routine* duties of clerks, and similar officials, with the ever anxious and wearying exertions of those whose life is devoted to the instruction of others, or who measure equally and solely the labours of both by the simple standard of the *time* devoted by them to their respective occupations, assuredly fall into a most serious mistal e. For a considerable period, a vacation of four weeks has been allowed to the Model Schools at Midsummer, and of two at Christmas, with a few days at Easter—the week extra in Summer being taken from the time which had been usually given at Easter.

An evening school was opened in January, 1847. It was held, at first, in one of the lower rooms of the boys' school ; and in the beginning, gave such promise of success that the Commissioners say† "no experiment that we have made has been more thoroughly successful." The attendance was then 200 ; the ages of the majority of the pupils being between sixteen and twenty. This, however, did not continue : and we suggested, towards the close of 1847, that the large room of the boys' school should be used for the evening school :—we hoped, by this means, to improve the attendance, which had become very small. It was, therefore, removed in the beginning of 1848 ; and the drawing master, at our recommendation, received a gratuity for attending it during the following Summer vacation, as it was kept open although the other schools were closed. But every effort was in vain ; and in October, 1849, we felt obliged to suggest a diminution of the staff of teachers belonging to it. From the very commencement, it contained too large a proportion of mere boys ; this in January, 1847, compelled us to remark that its appearance was little different from that of the day school—which perhaps discouraged the adults. In June, 1851, there were only fifty-one on the roll, and the average attendance had dwindled down to sixteen : it was therefore closed at the Summer vacation of that year, and has not been re-opened.

The Evening School.

Vocal music was introduced into the schools in 1840 ; two teachers

Vocal music.

* Rapport par M. Cousin, p. 376. † Report for 1846, p. 8.

Rev. Professor M'Gauley.

being sent from them to London, to learn Wilhelm's system, and be so trained in it, as to be capable of introducing it into this country. Great facilities for attaining this object were secured to them by the kindness of Lord Morpeth, the present Earl of Carlisle, then Chief Secretary; and they returned very competent to carry out what was intended. Expectation was, however, raised too high; and the excitement regarding this system became very great, not only in our schools, but among the public generally; and the universal impression appeared to be that any one, whether old or young, with or without taste, might be taught to sing in an extremely short period of time. A reaction ensued, which has ended in its being too much neglected. It must be confessed that great injury has been done by attempts to introduce the system into schools, by means of teachers having but little taste, and less knowledge of the subject; it being sometimes forgotten that an imperfectly instructed teacher of *singing* is worse than useless, since he will not only teach the children incorrectly, but the more he labours, the worse he will become himself, and the more mischief he will do. The present short training given to the national teachers, does not by any means suffice to make them acquainted with the *practice*, though it may impart to them some little idea of the *theory* of music.

Drawing.

Linear drawing was, to a slight extent, introduced very early into the male school; but drawing was first regularly and systematically commenced in it, in 1847; and in December, 1849, we suggested its introduction into the female school. But, as the ordinary teachers in training, had already more to do than they could well accomplish, we at first considered that it should be confined to the Special Class, and the most talented and deserving of the pupils.

Mathematics and Natural Philosophy.

The higher classes of the male school are instructed in the mathematical and physical sciences suited to their capacity and circumstances, particularly in the portions of those branches which are found in the books of the Board. The most advanced of them have occasionally attended the lectures and experiments given to the teachers in training, when it was considered that they might derive benefit from them. And recently the Board has placed apparatus and materials, with other necessary arrangements, at the disposal of the Head Master of the Male Model School—under our superintendence, for the purpose of illustrating these subjects. This, if under proper *restrictions*, and confined to proper *times*, will be attended with excellent results. But *especial* care must be taken that the ordinary and far more important business of the school be *not neglected;* and it must be understood that no child shall be admitted into the experimental class who is not fully acquainted with the subjects taught in the inferior classes.

School Museum and Library.

There should be a museum of natural and artificial objects—objects of commerce and manufacture, &c. It might be so placed in the training department, as to be useful also to the masters. An abortive attempt was long ago made on this point; and it has been once or twice renewed, without success. But, at our suggestion, the Board has recently taken the matter up, and granted a reasonable sum for the purpose of adding to those specimens which we already have. A small, but useful collection has been for some time in the infant school; and has been found of great advantage, as an aid to instruction. It is highly important that books also should be provided for the improvement, not only of the teachers in training, but even of the pupils. The Commissioners have stated* that they will take care to have school libraries formed, and will frame regulations for managing them: and they mention† that considerable progress has been made in the matter. Our Central

* Report for 1847, p. 68. † Report for 1848, p. 156.

Institution is worse off, in this and other respects, than distant and minor establishments. We have no school library, and but a very limited one for the use of the special classes.

Navigation.

We recommended in 1851 that navigation should be regularly introduced into the Model Schools. But the matter was deferred by the Commissioners, until they should have received information from several parties in England, on the subject of maritime schools. The higher class in the male school is, so far as circumstances permit, instructed in the elements of the subject, and those branches connected with it.

The Play-ground.

A considerable amount of the education of the children must be effected in the play-ground: which has, therefore, been appropriately termed the "uncovered school." Every school should educate the children physically, intellectually, and morally. The school-room is for *teaching:* the play-ground for training. The school-room is for *good principles:* the play-ground for *good habits.* Hence, we have always taken care that, while in the play-ground, the children should be under careful superintendence; and that their conduct should be strictly attended to. We encouraged the practice of gymnastic exercises, and caused the apparatus required for them to be provided. Poles were in use for many years in the Central Model Schools, and without any serious mischief—however attended with danger they may be. But an accident in Glasnevin which ended fatally, in 1853, caused their removal.

School requisites for the pupils.

Pens and slate pencils had for a long time, been provided for the pupils, on their giving from time to time, as they were required, a penny for the purchase of them. This arrangement led, very frequently, to the children being unprovided with them—the money sent by the parents for them being sometimes even retained by the pupils. The Board, at our suggestion, in 1846, sanctioned the payment of a penny at entrance, which was to be optional with the parents, but if paid, was to provide the children *permanently* with those articles—the infant school being excepted from this regulation. The fund derived from this entrance penny was, at first, handed to our assistant, Mr. Rintoul, who, with his usual zeal for the institution, undertook the receipt and expenditure of it—accounting for it at proper periods. As the parents were expected to give this penny each time the pupil re-entered the school, it was found also to diminish the fluctuation in the schools, to which I have already alluded.

Preparation of lessons at home.

To encourage the parents to purchase books, for the use of their children in preparing lessons at home, we caused the price of the Board's books to be put in the admission notes; and suggested that a printed notice* should be sent, when necessary, on this subject. On the other hand, attention to study at home, when very satisfactory, is not left unrewarded: as may be seen from the notice† sent, when a pupil is appointed monitor.—The letters of the parents, in reply to the latter, frequently exhibit the strongest feelings of pleasure and gratitude. This note is so printed, that should the pupil have been inattentive, the blanks being properly filled up, the parent may be informed of his having been depressed, and of the causes which led to it. I regret, however, to be obliged to add that, in many instances, the parents cannot be induced to provide the necessary books for their children. To remove as far as possible any difficulty on this point, the Board, at our suggestion, in 1848, sanctioned small funds being placed in the hands of each of the head teachers—who are responsible for them, that a stock of whatever is required may be kept on hands. The books disposed of are obtained from the book office, on presenting the ordinary sheet,

* See (E), Appendix. † See (F), Appendix.

Punishments.

which is used in application for books and requisites, at reduced prices, and is furnished to managers of schools for this purpose: the prices of the required books, &c., are marked opposite to them, and the amount is handed to the storekeeper. But another form* would probably be found more convenient.

In our Central Model Schools recourse is never had to corporal punishment. Other means are taken for bringing the delinquent to a proper sense of his fault. For instance, as a degradation, he is placed in some conspicuous position: is deprived of play, or of a lesson: or some punishment suggested by the nature of the offence is inflicted on him. But, if he is found absolutely incorrigible, and likely to corrupt others by his pernicious example—the *Board* being *previously* consulted—he is to be publicly expelled. It is scarcely ever necessary, however, to have recourse to such an extremity. When the pupil has neglected his studies, he is sometimes retained beyond school hours, or suspended from attendance at school, and in very rare cases is liable to expulsion. With regard, however, to suspension from attendance at school, its propriety is very questionable, and it is not in accordance with the "outline" by Dr. Sullivan, which has been sanctioned by the Board. With regard to expulsion, the rule is as follows:—"If these punishments are found insufficient to reclaim the pupil, the head master is to send for his parents: and if they neglect to attend, or are found unable to produce a reform in the boy, he is to be brought before the professors, who, if there is no hope of his amendment, will recommend the Board to expel him from their school."

Rewards.

Some inducements, in the shape of monitorships and *occasional* gratuities, are held out to the pupils to render them attentive to their studies: but what are called *premiums* have not been introduced into our Central Model Schools; and, such has ever been their flourishing state, that any additional stimulus seems unnecessary. The highest authorities on education consider premiums as calculated to foster the passions of envy and ambition; to discourage those who find (and they soon discover the fact), that they cannot succeed in attaining them, from even ordinary efforts. The plan which pride often dictates—as I can testify by what I have myself frequently seen—to those of moderate talents, is to show that they *evidently* did not endeavour to obtain them: and thus ignorance and neglect are made even a boast, whilst just enough assiduity to secure escape from actual punishment is exhibited. And, as parents are but partial judges of the merits of their children, they are almost always dissatisfied with the award of the teacher: unless their good will is of importance, and then an effort is made to conciliate them—perhaps at the expense of justice. Children ought to be, and easily are, taught that the acquisition of knowledge is a sufficient recompense for the labour of acquiring it. They are naturally anxious for information, and are sufficiently desirous of excelling each other. "The offering of premiums," says Mr. Wyse,† "is substituting a paltry principle of action for a noble one, teaching practically, that there are not, in the pursuit itself, sufficient charms; and that he must rely for progress in knowledge and goodness, not on knowledge and goodness themselves, but on miserable secondary considerations." And again,‡ "The time will come fast enough, when the prize will have far more influence with us than the manner by which it was won." The pupils should be taught, that to learn is a pleasure and a privilege; and, since we have discarded many of the old methods of instruction, which were so imperfect and so painful to the pupil, we may consider the stimulus

* See (G), Appendix. † Education Reform, p. 256. ‡ Ibid, p. 257.

they were thought to require, as no longer necessary. The attention of the parents may be aroused by premiums, and there may be an *eclat* in their distribution, but their effect is neither wholesome nor lasting. The approbation of the parents will be *better* secured by proper methods of teaching, by zeal and assiduity on the part of the teacher, and by the consequent progress of the pupils. The distribution of premiums is naturally preceded by a sort of public examination: and it is not to be expected that the teacher—who promises himself more glory from the occasion than the pupils—will fail to do every thing in his power to secure a brilliant appearance:—he will consume a considerable period in previous preparation—that is, in *cramming* the children with answers to the questions which he intends to ask; and he will, if it is at all possible, avoid disgracing *himself* by the bad answering of his pupils, however neglectful of their studies some of them may have been. The very programmes of such examinations show that there is nothing real about them: since the children are expected to answer on the greatest variety of the most abstruse subjects, questions which would very probably puzzle the examiners themselves, unless they had read *specially* for the occasion—not to speak of the auditors, who often admire the more, in proportion as the subjects are beyond their own comprehension. The Commissioners, speaking of the incentives to study which are found in their schools, remark * that the unpaid may become a paid monitor; the paid monitor, a candidate teacher in one of our district Model Schools; then a teacher in an ordinary school; next a student in the ordinary training class in Dublin: he may afterwards, perhaps, be advanced into the special training class (after which, I may add, he is nearly sure of obtaining a respectable situation): and may ultimately rise, through various grades, to a Head Inspectorship. The gratuities given occasionally in our central Model Schools are not liable to the same objections as premiums. Being conferred on as many as deserve them, the success of one does not necessarily prevent that of another; bad feelings, therefore, are not so likely to be developed. As they are not conferred with show or ostentation, ambition is not likely to be awakened, nor time to be wasted in deceitful, and almost valueless preparation. Besides, they are not bestowed on account of superior intellect, which every one cannot possess; nor for the practice of virtue, to which every one is already bound; but for a competent and practical knowledge of *useful things*, and for *actual service* performed in teaching.

Dismissal of pupils for irregular attendance.

When pupils are irregular in their attendance, they are, after sufficient warning, dismissed from the schools. At first, a certain number of absence-tickets were given to the parents on admitting the child, and afterwards, if required: these were to be presented by the pupil, to indicate that absence was due to a just cause, and with the consent of parents. Subsequently, in the hope of rendering the latter more careful in preserving them, and more exact in sending the child to school, a small sum was required for them. But, being found wholly ineffective towards the object intended, their use has been discontinued, and they were never adopted in the infant school. Notices† to parents have been substituted, and are found to answer much better. The child is discharged by the very fact of being absent five days successively,‡ or frequently during the month. But, if absent from sickness or any

* Report for 1846, p. 15. † See (H), Appendix.

‡ The stringent rule of dismissal after *five* days' absence, led, when children were admitted once a week, to great fluctuation in the school: but this was remedied, in a considerable degree, when we made the admission monthly.

other just cause, and the parent pays the weekly penny, his name is kept on the roll. When the child has been discharged for irregular attendance, the usual method of obtaining admission must be employed again.

Staff of teachers in the Model Schools.

The staff of teachers in the Model Schools at present is:—

Male School.	Female School.	Infant School.
Head Master.	Superintendent.	Two Head Teachers.
First do.	First Mistress.	Assistant.
Second do.	Second do.	Four Pupil-Teachers.
Third do.	Third do. (chiefly for singing.)	One Paid Monitress from Female School.
Fourth do.	Assistant to latter.	
Fifth do.	Work-mistress.	One Member of the Special Class.
12 Pupil Teachers.	Eight Pupil-Teachers.	
20 Monitors.	47 Monitresses.	

Male Pupil-teachers and Monitors.

In the male school, the pupil-teachers—that is, the paid monitors, the only kind of pupil-teachers in these schools—are chosen from the head class, which consists, exclusively, of paid and unpaid monitors: and is instructed by four different teachers, each of whom keeps notes of the answering. At a monthly examination these records are compared, and each person obtains his place in the class according to the marks after his name—those who are highest being pupil-teachers, and the rest monitors for the following month. Though in point of fact, very nearly the same boys continue pupil-teachers, no one is certain of retaining his appointment: and, when changes are made, information is sent to the parents by one of the two forms of note mentioned above.* It must be admitted that while there are certain advantages obtained, by rendering the pupil-teacherships changeable, the inconveniences which ensue more than counterbalance them. The pupil-teachers cannot know their classes so well, nor can they take such interest in their improvement: since their office depends not on the progress of those whom they instruct, but on their own proficiency and attention to their studies. Besides, the appointment being from its uncertainty of but little value, the parents have no inducement to leave their children at school, except while they are quite unable to give themselves any assistance. Hence the pupil-teachers in the male school are extremely young—in some cases, scarcely so old as those they teach: they cannot, therefore, have either as much experience or authority as is desirable. Neither do they seem to look on themselves as having, from being pupil-teachers, in any way embraced the profession of teacher, or devoted themselves to preparation for it.—In the female school, where these appointments are permanent, the pupil-teachers and monitresses are generally of more mature age: and most of them become teachers, after having acquired great experience and practice in the art of teaching. Besides the special instruction, which the head class receives in the higher branches, its members attend the ordinary classes of the school.

Ten of the pupil-teachers and monitors assist in managing the large male school, viz.:—A pupil-teacher and monitor are assigned to the head class; do. to the third book section; do. to the sequel section; and do. to the second book section. A pupil-teacher and a monitor have charge of, and are accountable for, the general order, &c., of the school; they receive payments, register attendance, report irregularities, &c., the pupil-teacher being termed *desk monitor*. Two of the pupil-teachers are placed in the lower school. The whole school is examined every

* See (F), Appendix.

Saturday: a certain number of questions in each subject are given: the answers are recorded temporarily on a black board by the pupil-teacher or monitor: and the results, with the answering during the week, regulate the order of the names in one of the note books* used in the school.

Female Pupil-teachers and Monitresses.

In the female school, also, the pupil-teachers and monitresses constitute the head class, but their appointments are permanent. It has not been found that the girls become inattentive or negligent from this cause, as it is considered by the teachers in the male school would be the case with the boys, if the arrangements in use with them had not been adopted. The members of this class receive special instruction to qualify them for their duties. Each pupil-teacher is appointed quarterly to a different section of the school, for the order, improvement, and general management of which she is held accountable; each of them, by consequence, becomes successively acquainted with the entire routine of school management. Each monitress is appointed to a particular draft, but acts on alternate weeks only; and, when not on duty, she attends her own class. Perhaps there should be eleven, instead of eight pupil-teachers in this school; since one would be required for the first book section; three for the three divisions of the second book section; two for the two divisions of the sequel section; one for the third book section; two for the two divisions of the fourth book section; one for the fifth book section; and one to be sent to the infant school.

Monitresses, &c., in the Infant School.

With the exception of monitors of order, no monitorial assistance arises from the infant school itself: there ought therefore to be about ten paid monitresses employed in it—the elder ones to remain a year, the younger three months; and all of them should, as much as possible, be free from other duties, their time, when not actually teaching, being given to works on the infant school, and to instruction from the head teachers regarding it. All except four of these monitresses might be considered as belonging to the female school, being sent to the infant school in rotation. At present, it will be found, that in this school there are often so many as eighty pupils to one teacher. Class-room accommodation is wanting in this, and indeed in all the schools; and the offices are wretchedly arranged in every one of them, though we have frequently drawn attention to the subject.

Reports of the Pupil-teachers.

The pupil-teachers of the Central Model Schools are required to fill up weekly reports.†

Adoption of scale for Teachers' salaries.

Excellent results have followed from adopting the suggestions we made in 1842—and which ought, for many reasons, be the rule in our entire department—that the salaries of the teachers in the Model Schools should commence at a certain moderate sum, as they are generally young persons promoted from ordinary schools, and should progress according to length of service. By this arrangement they have something to look forward to, and they are the more contented, because the longer their services the better their condition. It is proper that they should not expect any deviation from this scale, at least until it should be systematically altered; but it is equally right that they should be promoted, if well deserving of it, to higher situations.

Satisfactory working of the Model Schools.

I cannot resist the temptation to give some extracts from the Commissioners' Reports, showing the satisfactory way in which these schools have been carried on. They say—

"Our Model Schools in Marlborough-street continue to be numerously attended, and efficiently conducted * *. It is a remarkable

* See (I), Appendix. † See (J), Appendix.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

Average attendance, &c., from 1839 to 1855, inclusive.

and gratifying fact, that the average attendance at our Model Schools in Dublin is not diminished, but is even higher, during the present calamitous season, than it has ever been at any former period."*

"We refer with satisfaction to the flourishing state of our Model Schools in Marlborough-street; they have fully sustained, during the year, the high character they have so long enjoyed * *. Notwithstanding the calamities of the present year, the daily average attendance in the Model Schools was never so high, during any former year."†

"These schools continue to merit the high reputation which they have so long enjoyed."‡

The following shows the average number on the rolls, attendance, &c., for each year since these schools were placed under our charge. I have not been able to discover documents regarding them for the preceding periods :—

SUMMARY of AVERAGES, taken from the Professors' Weekly Reports on the Central Model Schools, from 1839 to 1855 inclusive—omitting fractions.

Year.	On Roll.	Attendance.	Applicants for Admission.	Number Admitted.	Dismissed.	Payments. £	s.	d.
1839	1611	1036	126	54	68	5	4	10
1840	1210	754	57	43	44	3	19	1
1841	905	650	46	42	49	3	9	5
1842	1053	802	65	51	46	4	2	0
1843	1065	850	65	51	55	4	2	8
1844	1018	610	76	60	60	3	18	0
1845	1110	861	81	60	60	4	8	8
1846	1193	872	84	67	88	4	14	0
1847	1267	937	88	73	72	5	5	9
1848	1339	958	80	76	69	5	10	0
1849	1357	1034	90	50	52	5	10	3
1850	1386	1075	75	43	40	5	14	10
1851	1464	1118	68	40	39	5	17	11
1852	1482	1122	62	34	35	5	18	3
1853	1502	1109	57	37	36	5	18	2
1854	1543	1137	56	39	37	6	4	4
1855	1522	1089	57	36	37	6	1	1
Average for the above seventeen years,	1295	942	73	50	52	5	1	2

The following are Tables of the Progress belonging to each section of the Model Schools, for 1855 :—

MALE MODEL SCHOOL.

Sections.	On Roll at commencement of the year.	Admitted during the year.	Remaining at the end of the year.	Advanced through sections during the year.
First, .	68	157	55	144
Second,.	433	487	407	1,428
Third, .	113	61	109	384
Fourth,.	32	6	26	108
Fifth, .	23	1	32	–

* Report for 1846, p. 3. † Report for 1847, p. 53. ‡ Report for 1851, p. 24.

Average on the Rolls for 1855,	639
Average daily attendance,	481
Total admitted during the year,	651
Greatest number on the Rolls, at any time in the year,	686
Greatest number in attendance, at any time in the year,	543

Female Model School.

Sections.	On Roll at commencement of the year.	Admitted during the year.	Remaining at the end of the year.	Advanced through sections during the year.
First,	22	43	17	18
Second,	173	285	185	225
Third,	124	68	92	119
Fourth,	20	23	52	26
Fifth	163	39	115	73
Sixth,	27	–	17	–*

Average on the Rolls for 1855,	523
Average daily attendance,	320
Total admitted during the year,	458
Greatest number on the Rolls, at any time in the year,	561
Greatest number in attendance, at any time in the year,	451

Infant Model School.

Sections.	On Roll at commencement of year.			Admitted during the year.			Remaining at the end of the year.			Advanced through sections during the year.
	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total	Total.
First,	52	25	77	124	95	219	50	30	80	216
Second,	27	18	45	112	84	196	35	22	57	184
Third,	37	26	63	88	71	159	46	28	74	148
Fourth,	32	24	56	64	46	110	22	9	31	135
Fifth,	26	18	44	50	44	94	20	15	35	103
Sixth,	13	8	21	20	26	46	7	8	15	52

Average on the Rolls for 1855,	365
Average daily attendance,	275
Total admitted during the year,	478
Greatest number on the Rolls, at any time in the year,	457
Greatest number in attendance, at any time in the year,	372

Examinations of the Schools.

The Central Model Schools being so constantly under our observation, and so immediately under the notice of the Commissioners, particularly of the resident Commissioner, and being so much more advantageously circumstanced than any others under the Board, we have never, in ordinary circumstances, deemed a *special* examination of them necessary. That, however, I might include an accurate detail of every thing connected with their present state, in particular, I have carefully examined the pupils, and I give a summary of the results. The arrangements of the schools, and the results of the examinations, will be found in the beginning of the Appendix to this report. Perhaps it might be well, if each year a similar examination were held: and, by dividing the labour, we might prevent it from becoming too considerable an addition to our ordinary duties. That it must be a serious task, may be inferred from the fact that I have been unable to accomplish it, on this occasion, in less than about sixty hours.

* Pupils are not necessarily removed from the Fourth to the Fifth Book Sections; since, even in the former, they are qualified to become Candidate Teachers in the Training Class.

There is a time table* for each school, so arranged as to meet the wants of the teachers in training, and secure the improvement of the pupils; and programmes,† filled up for the week, are placed in convenient situations.

It may be interesting to trace the destination of the pupils after leaving the male school. The following are among those who left it during the last year:—

Destination of the Pupils after leaving the Male School.

14 Clerks.	3 Telegraph clerks.	6 Shopkeepers.
2 Lithographers.	2 Farmers.	3 Carpenters.
1 Librarian.	1 Silver chaser.	3 Engineers.
1 Builder.	1 Architect.	

Some of these, it is clear, require to be persons of considerable intelligence and information; and we receive most gratifying accounts of those who have been educated in our Central Model Schools.

Destination of the pupils, after leaving the Female School.

In tracing the destinations of the children, after leaving the female school, we are to remember that fewer occupations are open to them—the employment of the female in afterlife being, as a rule, the management of her own domestic affairs, and the care of her home. The following, however, are among those who have been pupils, and have come under the immediate notice of the teachers in this school.

114 Teachers.	3 Singers.	2 Governesses.
54 Dressmakers.	2 Vest makers.	1 Tassel maker
34 Milliners.	3 Baby-linen makers.	1 Confectioner.
28 Shopkeepers.	3 Plain workers.	1 Lace maker.
2 Straw-bonnet makers.	4 Servants.	1 Embroideress.
		4 Stay makers.

The great number of excellent teachers which this school has furnished, I feel myself bound to say, is—after Mrs. Campbell's untiring exertions, zeal, and attention—due, in my opinion, very much to the arrangements regarding the pupil-teachers in the female school, which I have already noticed.‡ Young persons certainly will not care to embrace the office of teacher in the schools, if they are not sure of it for a reasonable time: nor will they think of it as a profession, if the emoluments are found to be only uncertain and occasional. While I say this, I do not forget the reasons which have led to a different arrangement in the male school.

THE TRAINING DEPARTMENT.

Commencement of the Training Institution.

Before our appointment, masters already in charge of schools were brought up to Dublin, fifty or sixty at a time, for the purpose of studying the lesson books, English grammar, the elements of mathematics, &c, and attending the Model Schools. They remained three months. The first class came for this purpose in February, 1834. They were not lodged or boarded in the establishment, but they received twelve shillings per week for their support, and were occasionally visited at their residences, by those who superintended their studies. They were likewise examined at certain periods. The instruction given at that time was, generally speaking, of a very humble character, the teachers, in many cases, being extremely ignorant: numbers of them were unable to teach the mere arts of reading and writing; and some of those who could, were incapable of appealing to the understanding of the children, so as

* See (K), Appendix. † See (L), Appendix. ‡ Page 163.

to communicate general information or improvement.* They were, for the most part, selected indiscriminately from among the teachers under twenty-five years of age—this being considered the proper age for training: their religion was registered when they arrived in Dublin; and their presence at religious instruction was voluntary—but they almost always attended it.† The Commissioners expected that the establishment of a regular Training Institution would greatly improve the character and qualifications of the teachers; and their intention at first was, to have a two years' course—a preparatory training being given in the District Model schools which were to be established.‡ This intention, however, has, as yet, been scarcely at all carried out. The Commissioners mention§ that they expect, by means of the Model and Training establishments, to proceed extensively and with effect in the perfecting of teachers; and they consider the establishment of a Training institution of *vital* importance to the whole system of National Education.

Training Establishment in Marlborough-street.

The normal establishment—which, as far as it went, had been previously conducted in Merrion-street, was opened in Marlborough-street in 1838. The teachers trained in it have always been obliged to undergo an examination, which has progressed in strictness, as the qualifications of the teachers were found to improve under the National system. In consequence of two persons, whose conduct before coming up for training had been exceptionable, having presented themselves to us, we suggested to the Commissioners that, in the circulars, summoning them to Dublin, teachers should be required to produce a certificate from an officiating clergyman: which has ever since been most strictly required.

Teachers' Residences.

Since the Board, as we understand, have it in contemplation to erect new buildings for the residence of the teachers in training, I may be permitted to suggest that, as far as discipline and moral training are concerned, it would seem highly desirable that all should, if possible, reside in the same establishment: since the domestic arrangements cannot be exactly the same in Dublin as in Glasnevin. I may add that the teachers residing in the latter are prevented from attending lectures on wet days: the instruction given in their absence must therefore be repeated, which causes the studies of all to be retarded; and they are obliged, in every kind of weather, to walk a considerable distance immediately after breakfast, and before dinner when exhausted by the closest application for several hours. If they are overtaken by rain, there is no means of drying their clothes; and they are obliged to remain in them, however wet, at the risk of their health. The evil consequences of this would have been much more evident and serious, had not the teachers hitherto been under no necessity of undergoing these inconveniences during the *worst* period of the year: since, until this session, the Training establishments have always been closed, from about the middle of December to the beginning of February.

Length of the Training Course

The training course was very soon lengthened to about 4½ months—which, until last year, it never exceeded. This, which, it must be admitted, is extremely short for the purpose, was adopted by the Commissioners, that the advantages of training might be more widely extended; and, short as it was, it effected very great improvement in those who received it—the reports subsequently received of the persons trained being highly satisfactory.‖ The short course was a matter of necessity, in the beginning: for, as the Commissioners remark,¶ they chose a short course as the lesser of two evils. If a long training had been given,

* Board's Report for 1835, p. 20.

† Dr. M'Arthur's evidence before the Select Committee of the House of Commons in 1837: part 1st, p. 289.

‡ Board's Report for 1835, pp. 17, 20. § Report for 1836, p. 40.

‖ Board's Report for 1843, p. 233, &c. ¶ Report for 1846, p. 10.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

Training course.

too few would have enjoyed the benefit of it; and, as Mr. Moseley most justly says,* it is certain, and all experience confirms the opinion, that schools conducted by *untrained* teachers are, with rare exceptions, of an inferior kind, and often a mere delusion.

The Commissioners were obliged at first to give a short training or no training: and it must be borne in mind that this short training has been the more effective, since given to persons all of whom were more or less accustomed to teach. Besides, they are expected to follow up, on returning to their homes, during private study, the course which they are considered to have merely *entered*, while in the Training establishment.

But, as a very short course seems admissible only in the infancy of a system, and can hardly be considered otherwise than as a temporary arrangement—or, as the Commissioners themselves have deemed it,† a *choice of evils*—it would seem proper that means should now be taken to extend it permanently. While we have always felt the difficulty of introducing it, we have always seen the necessity of such a change; and, in 1842, we drew the attention of the Commissioners to the subject—which caused a special meeting of the Board to be called regarding it. We again introduced the matter in 1854, which led to a slight prolongation of the course, as a step preparatory to the year's course being tried. I have brought together—in a tabulated form—as far as I have yet been able to ascertain them, a number of facts relating to various countries, and bearing on the subject. The dates are not so recent as I could wish; but there is no doubt that, if carried down to a later period, they would be yet more confirmatory of the views I desire to place before the Commissioners—while, as they stand, they are very striking indeed. They will show that we are far behind other countries, in many things connected with the training of teachers. Let it not be said that students enter the training colleges, to which I direct attention, inexperienced and half educated: the contrary is the fact, since, however long the course in them may be, students are never admitted to them, without a strict examination, held in the presence of high and responsible officers: and they are not considered to have been trained in them, without having passed a most searching examination at the close.

STATISTICAL TABLE.

Year.	Country.	Population.	Number of Pupils.	Number of trained teachers.	Number of teachers in training.	Years in training course.	Number of training colleges.	Number of Schools.
1843,	Prussia,	15,471,765	2,328,146	29,631	2,546	3	43	23,646
	Saxony,	1,719,800	—	2,925	—	4	8	1,908
1846,	Bavaria,	4,440,000	556,239	8,797	696	‡	8	7,353
	Wurtemberg,	1,600,000	266,666	3,201	—	—	3	—
1841,	Duchy of Baden,	1,300,000	—	—	—	3	8	1,964
1842,	Austria without Lombardy,	25,304,152	1,754,283	41,809	—	—	14	20,293
1843,	Switzerland,	2,300,000	—	—	800	3	13	—
	France,	34,230,178	—	75,535	3,295	3	92	59,838
	Holland,	2,600,000	—	—	—	4	2	—
	Hanover,	1,684,000	—	—	—	—	6	—
1843,	Denmark,	2,033,865	278,500	—	—	—	5	4,600
1853,	England & Wales,	17,927,609	473,214§	2,090‖	near 2,000	1 to 5	38	3,825
	Scotland,	2,888,742	—	—	—	4months to 1 year.	4	—
1855,	Ireland,	6,551,970	538,246	5,105¶	226	4½ to 6 months.	1	5,124

* Minutes of Committee of Council for 1849, p. 511. † Report for 1846, p. 10.

‡ I have reason to know that the length of the training course in this, and other cases, in which I have not ascertained its precise duration, is very considerable.

§ Those Schools only visited by the Government Inspectors during the year are noticed—if the others were added, the results would be yet more striking. ‖ From 12 training Schools.

¶ This includes all who have ever been trained: but many of them have died, or left the service of the Board.

I have not considered our District Model schools as at all to be ranked with the training colleges of other countries: even our central establishment is wanting in some of the advantages which they enjoy, though I have placed it among them.

As *superior primary* schools, the District Model schools may probably be compared with those of any other country: they are well calculated to supply pupil-teachers and *candidates* for training; but they do not hold the position of colleges, where teachers are actually *trained*. On the continent, after having been in the primary schools up to his *fifteenth* year, the candidate for the profession of teacher prepares for the regular training college, into which he is not admissible until his *eighteenth* year. The training college has many professors, good libraries and *laboratories*, a museum, *practising* and *model* schools. If, after finishing his course, the teacher obtains only a second or third class diploma, he must be an *assistant* master for two or three years, and must present himself again for examination, before receiving the regular diploma: and if, after being the usual time in the training college, he cannot obtain a diploma—without which no person, under heavy penalties, must presume to teach—he is obliged to remain in the college at his own expense.

The Teacher might not return to his School after a long Course.

Many persons consider that certain inconveniences would attend our adoption of a lengthened course.—It is feared that teachers, when they have been properly trained, will not return to their schools: the consequence of which would be an unwillingness on the part of the managers to permit their being trained. This is obviated in other countries, by obliging the teacher on entering the training college to bind himself to the authorities, so as to be at their disposal for a certain time after being trained; or to pay back the expense of his training:—in ordinary circumstances, with us, he would, under the influence of such a contract, be required to go back to his school, where, if he did not give satisfaction, recourse might be had to the usual modes of punishing badly conducted or inefficient teachers. This way of proceeding is found to work well: and, if examined, will be found no grievance to the teacher, since, though he cannot at present avail himself of a better situation—which, without his having been trained, would not most probably have been within his reach—he can, by means of training, obtain a higher classification, and therefore a better salary. He would not be likely to leave the employment of the Board, to escape the fulfilment of his engagements, as the scale of salaries is now sufficiently liberal to render him anxious to remain in its service.—Of course when the manager expects the teacher to bind himself to return to the school, he should bind himself to receive him.

The Managers might not wait for the Teachers.

It is feared that the manager will not wait for the teacher during a long training, but will give his situation to another; and thus, the teacher, on leaving the training establishment, would be utterly unprovided for. The managers, however, would experience no inconvenience from the absence of their teachers, if a band of *substitutes*, consisting of good *second*-class teachers, were at their disposal—the Board paying each of them about £1 per week, and mileage. The schools would then be well conducted; and, if necessary, organized in the absence of the ordinary teachers; and the latter would be in a position to keep them in the efficient state in which they found them on their return. The substitute might remain a fortnight along with the ordinary teacher, and systematically resign the charge into his hands. The remaining interval between the training sessions might serve as vacation for the substitutes; and, as these dropped off by promotion to better situations—which might reasonably be expected from their abilities and experience—their places might be filled by others, equally qualified. This arrange-

ment would, no doubt, require a considerable annual expenditure: but the cost would be inconsiderable, compared with the good effected by it. Besides, as the training class would then be something like a modified *special class*, many of the teachers would give up their situations and take their chance for the future: in which cases, substitutes would not be necessary. The number of substitutes required might be easily ascertained with sufficient accuracy. It may be objected that, by this arrangement, a second-class teacher would receive more from the Board than a first-class salary: but it is to be kept in mind that the Board's salary is not to be, ordinarily, the sole remuneration—which in this case it would be.

Teachers after being trained would be provided with situations without much difficulty.

The teacher would have almost a certainty of obtaining an appointment, should he happen during training to have lost his school, if a short time before the completion of the course, the Commissioners were to publish the names of those who were about to finish their education, and were unprovided for. From the number of applications for teachers usually made to us, and the superior qualifications of those who would then be trained, there can be little doubt that all who could be recommended strongly by us, for their industry, &c., would easily find employment.

Superior training would not give the Teachers extravagant ideas.

Lastly, it is feared that a more perfect system of training would give the teachers ideas far above their position, or render it likely they would seek other employment for their acquirements than in the office of teaching, and would be discontented with the toils and privations to be encountered on returning to the duties of their schools. But this will not occur, unless they are taken from too high a class of society—which is likely to be the case if they are required to *pay* for their training: or unless they are familiarized with luxuries and conveniences which they can never hope to enjoy in their own homes. But when, as with us, their comforts are attended to—but at the same time, they are constantly employed in laborious and useful occupations—there is little danger of such a result. It is true, there have been cases in which the advantages and the comforts of the training school were preferred to more active employment: and in 1850, we were under the necessity of suggesting that members of the special class, when a reasonable situation was offered to them, and they did not accept it, should be *obliged* to leave the establishment at the termination of their course. But these are to be looked upon rather as exceptions. The teachers, now that the salaries have been rendered more suitable to their wants, will not be so likely to yield to inducements to leave the service of the Commissioners, or to enter the training establishment without a fixed determination to become teachers. No doubt, instances do occur, in which trained teachers embrace other occupations. They are not very common, however, and can never be entirely prevented. In Canada,* and in Scotland, persons received into the training school are obliged to make a declaration that it is their intention to become teachers, and that they enter the training school with that object.

Length of Female training.

It might be proper, for the present, at least, to make each lengthened course for the male teachers include two courses for the female.

Promotion of Trained Teachers who have given proofs of zeal and efficiency as Teachers.

I may here remark, that it would be well if *trained* teachers alone were selected for schools directly under the control of the Board: as this would give an additional but just value to the training, in the eyes of the public. Besides, the teachers of our own schools never have an opportunity of being trained *after* their appointment. It would be well, also, that appointments should be conferred, not on

* Report on the Normal, &c., Schools of Upper Canada, for 1855.

those actually in training—as this unsettles their minds, and turns their attention from their studies to efforts for promotion—but on those who are, at the time, employed in teaching; who were assiduous and successful, while in the training establishment: and who, since they have left it, have given undoubted proofs of their efficiency and zeal as teachers.

Necessity of reasonable vacations in the training department.

It could easily be shown that there is no medium between *two* courses in the year, and *one*. The teachers could not be absent from their homes at, or about the time of their harvest. And those employed in training them require rest and relaxation: this is carefully and liberally provided for in every training college, and, of course has been, and will continue to be in ours. They are not mere routine duties which we have to perform, nor are they confined to the hours which we spend in the institution. Since, in addition to the time we devote to study that we may keep pace with the progress of education, we have to read and correct exercises at our homes; and to make ourselves acquainted thoroughly with the qualifications, defects, improvements, &c., of nearly 400 teachers, yearly, besides superintending the Model Schools. The average annual vacations given in fourteen training schools in England, according to Mr. Moseley's Report,* is above eleven weeks. As to our taking vacations, by any arrangement, while business is going on, it is *impossible*. None of our present staff could be spared: and if it could, they would never be able† to divest their minds—the primary object of vacations—of anxiety and responsibility. But, without proper intervals of rest, all may be fair to the eye, while energy and success are necessarily wanting; so that reasonable relaxation is no real waste of time, but the contrary, when so great an amount of mental labour is required.

Unfit Teachers chosen for training.

It is proper to remark that, even the time at present allotted to training would be productive of far greater benefit to the teachers, if those selected for the purpose were more carefully chosen. Each session we find every grade of qualification, from great proficiency and a high degree of intelligence, down to the grossest ignorance and stupidity, in those committed to our charge. If all were good, or bad, in nearly the same degree, we could easily accommodate our instructions to their wants; but, as it is at present, we must either task ignorance beyond its powers, or keep back those who have been properly prepared. We have been often under the necessity, in our weekly reports, &c., of drawing attention to the number of totally unqualified persons sent up for training. In 1840, we felt it our duty to recommend to the Board that the following should be put into the circular requiring the inspectors to select teachers for training:—"Should any teachers recommended for training be found inadequately prepared in the entrance or preparatory course, they will be refused admittance into the class, and be obliged to return to their schools. The expense of travelling to and from Dublin, at the rate of 2½*d.* per English mile in every such case, to be defrayed by the inspector by whom the teacher may be recommended. You will therefore take care to examine *specially each* of the teachers recommended by you, in the above-mentioned subjects, and also in writing and spelling from dictation, &c." This however, has not produced the desired effect. The programme for examination at entrance is still very humble, as it contains only the qualifications required from the lowest division of the lowest class. Yet, were we to examine the teachers sent to us for training very strictly in it, numbers of them would be rejected.

Proposed form of recommendation for training.

If the following were carefully filled up by the inspectors, the evil would be remedied: it is almost identical with that used in our Training Register—

* Minutes of Committee of Council for 1854, p. 278. † Page 157.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

PROPOSED FORM.

Names of Teachers.	School.	County.	Age of Teacher.	How long a Teacher.	In what school educated.	Relative amount of knowledge in these, 10 being the highest Number.											
						Reading.	Spelling.	Writing.	English Grammar.	Geography.	National Books.	Art of teaching.	Arithmetic.	Algebra.	Geometry.	Mechanics, &c.	Class, at present.

The adoption of such a form as this would do much towards rendering our standards and those of the inspectors somewhat uniform. Each inspector would, in order to fill it up carefully, require to devote some time to this purpose, but no time could be better employed. We, on our parts, ought unhesitatingly to reject unqualified persons: and, in the end, better teachers would be sent to us. On the Continent it is considered far less objectionable to have vacancies in the normal colleges, than to admit incompetent persons—who, as our own experience has shown, derive almost no profit from training.

Teachers should be, in every case, required to prepare for training.

We suggested in 1841, that the teachers should be summoned a considerable time before the commencement of the training course, to enable them to prepare for it; and the Commissioners declare, in several of their reports, their intention that the teachers who are to be trained should study specially for some time before presenting themselves to us. This, if *universally* carried out, would be attended with the best results. I may remark, that selecting none but well qualified teachers would be in itself *practically* to lengthen the course.

The Teachers have become a respectable class of persons.

With the exception of the unqualified persons of whom I have spoken, I am bound to say that the progress of the teachers is always most satisfactory, and each class in some measure exceeds the preceding, in respectability and acquirements. This is attributable to many causes, but in a considerable degree, to the fact that the National schools themselves have long since begun to supply us with teachers.

District Model Schools intended for preparatory training.

It was intended by the Commissioners* that candidate teachers should be summoned from the ordinary schools, for training in the District Model schools; that, when they should have passed through them, received a superintendent's certificate, and *served in a National school for two years*, they should be summoned to *complete* their education at the Model schools in Dublin; but that, previous to their admission to the latter, they should be examined by the professors in a *course of study* to be prescribed for *all* the candidate teachers, on receiving their certificate, at the District Model schools; and that they should be rejected unless *thoroughly* prepared in *this* prescribed course. Later still,† the Commissioners mention that the District Model schools are to be preparatory to the Central: and that *two years' teaching* should intervene. It is, indeed, highly important that those who come to be trained should have *previously taught*. Without this having been the case, we want an essential element in their classification—which should have a special reference to teaching power; for a first class scholar may be, and often is, a bad teacher. Indeed, our most effective teachers are frequently found in the *second* class.

* Board's Report for 1846, p. 13. † Report for 1849, p. 16.

Hitherto the training course has been so short, that we have felt great difficulty in selecting the subjects to which the attention of the teachers in training ought to be specially directed. Their minds are *absolutely distracted* with an incredible variety of matters; and they are taught by so many persons that, as we have often reason to deplore, they have neither time to prepare nor to digest: they are so overworked that, towards the close of the course, their energy—and often their health is gone; and in 1850, the female teachers were beginning to be so much affected, that the medical attendant reported additional recreation necessary for them. Our idea, in the programme of studies,* has always been to *mark out* the course which *should* be pursued, if there were sufficient time for the purpose—to go through as much of it as possible, under the circumstances—and to leave the completion of it to the teachers' own industry and the superintendents' care, after their return home. This programme shows that no part of the teachers' time is unoccupied. With so short a course, and such a vast variety of subjects, it is obvious that the training must be more or less superficial. With even a long course, Rev. Mr. Moseley† is obliged to consider *superficial* training as the *besetting* sin of training schools, the subjects of instruction being so *numerous*. Should the Board place the necessary means at my disposal, mechanics, chemistry, and others of the most important branches in our training course will be more thoroughly studied, because fully and properly illustrated by models and experiments—without which, they must be very imperfectly understood. I may remark, that although I have never neglected any opportunity of making the attempt, I have not yet succeeded in *effectually* drawing the attention of the Commissioners to the want under which *we have* so long laboured, of a *laboratory and suitable apparatus* for the illustration of those subjects required to be taught in my department. The importance of such a provision is universally admitted, and is indeed recognized by the Board itself, with regard to its District Model Schools, and even its central male school:‡ while it seems to be considered of little or no importance in the training of the teachers, of whom more than 200 every year leave the establishment, scarcely half instructed in subjects which are most important and practical, but which cannot be successfully studied without these necessary aids: and thus the teachers in training lose an opportunity which can never return. Every educational institution, both at home and abroad, with the exception of ours, is particularly attentive to this point: and all writers on education are distinctly agreed upon it. I had great hope that the omission would be at length supplied when, with much care, by direction of the Commissioners conveyed in your letter to me dated January 30th, 1856, I prepared plans, &c.: and I felt yet more confidence when, deeply impressed with the importance of this matter, I subsequently declared in a letter dated April 1st, 1856, that "should the Board consider the sum required to be spent too large, I would willingly undertake to provide *one-third* of it." I may add, that the only result which could follow to *myself*, if these indispensable requisites were provided, would be a considerable increase of labour.

The Teachers in training are taught too many things.

Want of indispensable requisites.

Our staff in the training department comprises two professors, who are heads of the training department and Model schools, two assistants to the professors, and one clerk—partially. We are aided, likewise, by the heads of the Model schools, &c.

Staff of the training Department.

It is my pleasing duty to remark that, with very few exceptions the conduct of the teachers in training has always been most exemplary. There is no necessity for urging them to study; and in not a

Assiduity and good conduct of the Teachers.

* See (M), Appendix. † Minutes of Committee of Council for 1849, p. 663.
‡ See page 158.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

few instances, they have suffered by the intensity of their application. Their kindness towards each other is most gratifying; and, though of different religious persuasions, they live together with the most perfect good feeling. Most justly do the Commissioners* direct attention to the harmony subsisting among the different denominations—that harmony has never been interrupted.

Establishment of the Special Class.

This class was established to meet, in some degree, the objection that the training course was too short.† The male special class was instituted in 1845. It consisted, at first, of fifteen members: but in 1851, the number was increased to sixty: at present, it is thirty-six. We suggested in 1845 that as this class was about to be enlarged, a circular should be sent to the inspectors, requesting them to return the names of eligible candidates for it. The female special class was established in 1844, and has always contained fifteen members. At the end of each session, we select from among the most distinguished of the teachers just trained, candidates for this class: and they are summoned from our list, as vacancies occur—according to the religious denominations to which they belong. In the male special class, twenty-four places are allotted to Roman Catholics; six to members of the Established Church; and six to Presbyterians. In the female special class, ten places to Roman Catholics; and five between members of the Established Church and Presbyterians. When we cannot provide a sufficient number of candidates, the vacancies are filled up by those recommended by the inspectors—who, in sending their names to us, fill up a form‡ used for the purpose. The Board at first decided§ that the special class should consist of *trained* teachers, and *paid monitors* of the National schools throughout the country; but the note—which has latterly been introduced into this form—most properly confines the special class to *trained* teachers, while, at the same time, it gives to pupil-teachers an opportunity of being trained, and thus of qualifying themselves for that class.

Candidates for the Special Class not carefully selected.

It must be remarked that sufficient care is not always taken in selecting the candidates for the special class; and members of it are, not unfrequently, more deficient than many who are summoned to the general class. This will be prevented by subjecting persons coming as candidates for admission into it, to at least the same examination as those summoned to the general class; and the Inspector should be required to fill up a form,‖ in which, under the head of literary abilities, the *precise amount* of knowledge in *each* of the branches would be distinctly given. Hitherto we have been less strict than we ought, on account of the difficulty of finding persons to fill the vacancies in this class; but, the rule which requires those who have *not been trained*, to be put first in the general class, will, to a great extent, obviate that difficulty, and be attended with excellent effects. At the same time, it will be necessary that those candidates for the special class admitted into the general class, should be carefully selected: as persons have been placed in it in this way who were utterly unfit for training, and should not be sent here under any pretext. This is a great abuse.

Abuse, consequent on persons joining and leaving the Special Class all times of the Course.

It is right that I draw the attention of the Commissioners to another circumstance which should not be tolerated, and leads, in a greater or less degree, to a waste of the public money: namely, persons coming up to the special class with little or no other object than obtaining a situation, leaving this class very soon after joining it, and thus, putting the Board to the double expense of bringing them to Dublin, and sending them back, without their having accomplished the object for

* Report for 1846, p. 9. † Board's Report for 1846, p. 10.
‡ See (N), Appendix. § Board's Order, dated Nov. 8, 1846. ‖ See page 172.

which they were summoned. On one occasion, a teacher joined this class on 22nd February, and left it 1st March: the Board paid her expenses to and from Dublin: but the money thus expended must be considered as having been thrown away. Persons coming to the special class should, as a rule, join it at the *commencement* of the session; though, since none but *trained* teachers are now admissible to it, if they come at other periods, they may be usefully sent to the Model schools to practise teaching. But they should not be permitted to leave, before a course is terminated, more easily than members of the general class. And they should be required to *declare their determination* to comply with this rule, on entering the class. Should they leave before the course is finished, they should neither be paid their expenses back, nor be classified; and if they have not remained a reasonable time—to be marked out—they ought even be obliged, if possible, to pay back their travelling expenses to Dublin. It may, no doubt, seem hard to deprive persons of the opportunity of obtaining better situations; but we should never forget the *primary*, and most important, object for which the special class was established. And, in the end, the advantage to the teacher of a complete and effective training would more than counterbalance the inconvenience of such an arrangement. At present, the minds of members of the special class are continually distracted, and drawn away from their business, by the hopes of and efforts for promotion: and how can it be expected that they will turn their minds earnestly to study, when they are not certain of remaining in the institution a *single week?* Those who wish to engage teachers, should be directed to apply some short time before the course is finished: engagements might be made *then*, which could be fulfilled at the *end* of the session.

Perhaps, when the course is lengthened, a *distinct* special class will be no longer necessary: or rather, it may be *practically* lengthened *by adding to the special class*, and enforcing the rule I have just suggested.

Organizers selected from the Special Class.

The members of the female special class have occasionally been sent out as organizers, and with great success: the Commissioners paying at the rate of £30 per annum; and the local contributions being, board and lodging—or at the rate of, at least, £15 per annum. It was intended that the period during which they should assist a school should not exceed *three* months. They have been found highly effective, and have been well satisfied with this remuneration. But they should not be employed as organizers, before they have completed their training.

Special Class allowed to go to their homes at Christmas.

Until this year, the training course was closed in the middle of December, and did not re-open until the commencement of February; and except when, as I have stated, they conducted the Model schools, the members of the special class were permitted to go to their homes £1, or mileage, being allowed them—that sum, at least, being saved to the public by their absence. It was not considered as likely to promote order, that they should remain in the establishment while business was interrupted.

It is scarcely considered an honor to belong to the Special Class.

The special class, from the fact of so many incompetent or inferior persons having been received into it—being, in fact, pressed upon us—is not considered so desirable a position as it ought to be. The teachers are by no means anxious to be appointed to it. If, however, we were reasonably strict in selecting candidates for it, and required that those who belonged to it should, as a matter of course, have received a full and efficient extra training, it would be considered a credit to be chosen for it, and a title of honour to have belonged to it.

Arrangements of the Special Class.

The special class consists of two divisions, the *junior* and the *senior*: the members of both—according to present rules—having been previously trained in the general class. Those who belong to the junior

division receive special instruction daily, by themselves, during an entire session. The time of the senior division is occupied, chiefly, with the *practice of* teaching in the Model Schools.

THE EXTERN CLASS.

Rev. Professor M'Gauley.

As soon as the training institution was established, teachers, not under the Board, were permitted to avail themselves, gratuitously, of the advantages of training. They support themselves, are expected to attend lectures, &c., regularly, and remain in the institution during business hours. The number of male externs has always been inconsiderable; but the number of females has at all times been very great. Hence, almost from the commencement, we found it necessary to divide the latter into *candidates* and *auditors*—according to their proficiency, previously ascertained by examination. The candidates are those who we have reason to suppose are likely to obtain classification at the end of the course. We at first allowed them to undergo the final examination *any* time after the termination of the session —giving them, if they chose it, additional time for preparation and study. But, finding that the same persons, term after term, crowded our lecture-rooms, and with but little profit to themselves, we, in 1855, required them to undergo the usual closing examination along with the teachers in training—with whom, also, we classify them. The externs, at least, should be required to make the declaration I have noticed* above, as required from *all* teachers in Canada, &c., who apply to be trained. At our suggestion, the Board has employed a member of the special class to take charge of the candidates during the time they remain in the institution each day, to be accountable for them, and to aid them in their studies.

Male and Female externs.

Candidate class.

Preparatory Class.

The auditors having become very numerous, and extremely troublesome, and, from their gross deficiencies, being little benefited by the training, we considered it better to send them away for further preparation. The Commissioners, however, having consented to employ a member of the special class to take charge of them, as a *preparatory class*, and to assist them while in the establishment, they are now freely admitted. By this excellent arrangement every objection is removed, and they have an admirable opportunity of preparing, during one course, to become candidates in the succeeding: we, therefore, place no limit to their admission, except what may be necessary, on account of the size of our lecture-rooms. A circular† is provided for the information of those who apply for permission to attend the training course.

Number at present in training.

That the Commissioners may be fully aware of the number we have at present to instruct, superintend, and classify, I may state that there are now in the general male class, one hundred and ten; in the general female class, forty-six; in the male special class, thirty-six; in the female special class, fifteen; in the male candidate class, two; in the female candidate class, thirty-eight; and in the female preparatory class, twenty-four. It may be said that it is as easy to *lecture* one hundred as fifty, and it is so. But ours is not mere lecturing, it is *laborious teaching*. We must not only instruct those who are trained, but we must make ourselves so well acquainted with their individual merits and progress, as to be able, within an extremely short period to classify every one of them—the preparatory class, and some members of the special class alone excepted—besides performing many other duties, of which I shall give an account presently.

Externs seldom make first-rate Teachers.

As a body, the externs have not been very successful; the number of moderately good teachers derived from them bearing a very small proportion to the whole, and to the additional labour which they cause in our

* Page 170. † See (O), Appendix.

department; but it is expected that our present arrangements regarding them will cause a serious improvement in this respect. This want of success on their part must be expected, if it is borne in mind that their chief qualification for the office of teacher arises, too often, from their wanting every other means of support. They are, very generally, persons of respectable manners and appearance, who have received a good ordinary education, but are little suited to the profession they are anxious to adopt—being almost always grossly ignorant of grammar, geography, arithmetic, &c., and of habits very different from those to which a teacher must accommodate herself. That externs should derive any advantage from the training, it is indispensably necessary that they present themselves with the other teachers at the *very commencement* of the course; and that they stand a reasonably strict examination—for it is, in reality, no kindness to admit them, if not qualified. Persons applying after business has commenced, should be directed to prepare for the *next* course; it is in vain to join even the preparatory class, except at the beginning of the session. Benevolent persons imagine they do a great deal, if they send to our training schools those who have no other qualification than distress; it seems an easy way of conferring a benefit; but such individuals forget that to be a useful teacher requires *peculiar* tastes and qualifications, and a considerable amount of knowledge. Having laid down stringent rules on this point—as indeed on every other, we should not allow either influence or good nature to bias our judgment: one exception always leads to many, and the only exception that should be made is, in the case of those who belong to military schools, or who come from some distant place, and can have no other opportunity; but such instances as these can never be numerous.

Externs, if worthy of being classed, are entitled to a set of books, and, if appointed to a National school, at the termination of the course, to their travelling expenses. Not having *taught* before coming to us, leaves us uncertain regarding them, as to one of the most important parts of a teacher's profession, causes us to hesitate much before giving them any other than a low class, and makes us suspend our judgment of them, in a great degree, until their success in school-keeping shall have been ascertained. Formerly, we gave to externs a certificate of having attended a course of lectures, but this has been discontinued—the usual certificate, if they deserve one, being substituted.

The following table shows the number of National Teachers trained each year from the commencement, &c.:— Teachers trained from the commencement.

TABLE of Teachers Trained since the commencement.

	Males.	Females		Males.	Females
1834, Feb. to April, .	15	–	1837, Jan. to April, .	39	–
,, May to July, .	17	–	,, Sept. to Dec. .	50	–
,, Sept. to Dec. .	22	–			
			Total, .	89	–
Total, .	54	–			
			1838, Jan. to April, .	49	–
1835, Jan. to April, .	17	–	,, May to Aug. .	38	–
,, Oct. to Dec. .	52	–	,, Sept. to Dec. .	55	–
Total, .	69	–	Total, .	142	–
1836, April to July, .	47	–	1839, Feb. to May, .	36	–
,, Oct. to Dec. .	38	–	,, Aug. to Dec. .	51	–
Total, .	85	–	Total, .	87	–

[*continued.*

TABLE of Teachers trained since the commencement—*continued.*

	Males.	Females		Males.	Females
1840, Feb. to June, .	64	–	1848, Feb. to June, .	89	45
,, Aug. to Dec. .	57	–	,, Aug. to Dec. .	88	45
Total, .	121	–	Total, .	177	90
1841, Feb. to June, .	65	–	1849, Feb. to June, .	99	43
,, Aug. to Dec. .	71	–	,, Aug. to Dec. .	93	47
Total, .	136	–	Total, .	192	90
1842, Feb. to June, .	64	13	1850, Feb. to June, .	96	44
,, Aug. to Dec. .	65	12	,, Aug. to Dec. .	89	43
Total, .	129	25	Total, .	185	87
1843, Feb. to June, .	63	13	1851, Feb. to June, .	84	44
,, Aug. to Dec. .	60	15	,, Aug. to Dec. .	85	44
Total, .	123	28	Total, .	169	88
1844, Feb. to June, .	64	14	1852, Feb. to June, .	109	44
,, Aug. to Dec. .	98	41	,, Aug. to Dec. .	104	45
Total, .	162	55	Total, .	213	89
1845, Feb. to June, .	64	41	1853, Feb. to June, .	95	43
,, Aug. to Dec. .	87	46	,, Aug. to Dec. .	98	45
Total, .	151	87	Total, .	193	88
1846, Feb. to June, .	88	42	1854, Feb. to June, .	100	44
,, Aug. to Dec. .	81	46	,, Aug. to Dec. .	95	47
Total, .	169	88	Total, .	195	91
1847, Feb. to June, .	75	46	1855, Feb. to July, .	98	44
,, Aug. to Dec. .	62	41	,, Oct. to March, .	102	43
Total, .	137	87	Total, .	200	87

Male Special Class since 1845, .	251	Female Special Class since 1844, .	95
Male Candidates, since 1841, .	76	Female Candidates since 1839, .	405

Male General Classes, . .	3,198	Female Special Classes, .	95	Total.
Female General Classes, . .	1,080	Male Candidate Classes, .	76	5,105
Male Special Classes, . .	251	Female Candidate Classes,	405	

CLASSIFICATION OF TEACHERS.

Our mode of classification.

When the session is finished, aided by our assistants and the heads of the respective schools, we classify the teachers according to their conduct, success in teaching, and proficiency in the various branches, as found in our notes of their answering and exercises, &c., considered with great care during the course. And it is worthy of remark that there is a surprising coincidence in the judgment we form, *separately*, of the various teachers. When there is any difference in our opinions on the subject, we classify according to average proficiency, taking into account every thing including skill in teaching. The following, which is derived from the classification we made last July, will serve

as a specimen of the amount of promotion usually given by us at the end of a course :—

Classification before being trained.	Not Classed			Proba-tioners	3^2			3^1				2^2				2^1				
Classification after being trained.	3^2	3^1	2^2	1^3	3^2	3^1	3^2	3^1	2^2	2^1	1^3	3^2	3^2	2^2	2^1	2^2	2^1	2^2	2^1	1^3	Total
Males, . .	3	4	2	0	3	3	11	21	2	0	0	3	19	18	3	1	1	1	2	0	97
Females, .	0	1	3	1	0	0	2	3	2	1	1	0	9	10	4	5	1	0	0	1	44
Total, . .	3	5	5	1	3	3	13	24	4	1	1	3	28	28	7	6	2	1	2	1	141

Comparison between the two Classifications.	Depressed, One Class.	Stationary.	Promoted.			
			1 Div.	2 Div.	3 Div.	4 Div.
Males, .	4	33	46	12	2	0
Females, .	0	16	15	7	4	2

We perceived, very early, the necessity of subdividing each class ; and hence, soon adopted *index* figures with the different classes—thus, 1^1 1^2 1^3, 2^1 2^2, &c. These, at first, were not taken into account in paying the salaries of the teachers ; but we called attention to the advantage of using them, and explained their signification. Thus, we intended by 3^3 a teacher whose claim to classification was, his having taught for a number of years, and who was likely to rise no higher. By 3^2, one who in two years might rise to second class. By 3^1, a person deserving second class very nearly, and who might expect to be raised to it by the superintendent in a year. We thought teachers should remain in the second class for two years : and suggested that in raising the classification of a teacher, the inspector should keep in view the division in which we had placed him. In 1843, we recommended that a circular* should be sent to each teacher, to indicate his classification : but we use, at present, a parchment certificate† for that purpose. Subdivision o classes.

When classifying, as we frequently consult the inspectors' reports, in doubtful cases, it is highly important that both the inspectors and we should use the same *standard* ; and we drew attention to the want of such common standard in 1845.

We suggested in 1850, since very bad results must follow, if the head inspectors *re*-classify teachers soon after being trained, that our classification should stand for *three* years : and that if, in the meantime, the teacher became negligent, he should be fined or dismissed: but that, if he deserved it, he should in a year be permitted to compete for a higher class, which suggestions were adopted. Re-classificatio of trained Teachers.

The Board in 1850 decided, that teachers forty-five years of age and upwards, and who had served under the Board for not less than fifteen years, or teachers fifty years of age, and who had served ten years, if classed by the professors or head inspectors, should not be required to attend any examinations. But even this is too long a period for re-examination ; for no respectable person will value a situation in which he is continually liable to be degraded. We believe that *teachers,* like other officers, should be judged by their *merits ;* and we suggested that, after classification, their mode of *conducting their schools* Teachers advanced in yea should not be continually examined.

* See (P), Appendix. † See (Q), Appendix.

Special classification.

should be the test of their deserts. In France, silver or bronze medals are given to those teachers who are eminently successful in conducting their schools; school-keeping is every thing: first class teachers may be mere *book-worms.**

It has proved a most useful rule that none but *trained* teachers be raised to the *first* class; and it has not been, nor ever should be violated. But, as peculiar circumstances may prevent a highly deserving teacher from being able to attend the training course—he may, for example, be above the age—it is proper to provide for extraordinary cases. Such persons, therefore, have been, occasionally, summoned to Dublin to be *specially* classed by the professors: their travelling expenses and their support while here being allowed them. Such cases have been, and should continue to be, extremely rare.

I beg to give the following synopsis—

Synopsis of the duties of Professors and their Assistants.

SYNOPSIS OF THE DUTIES OF THE PROFESSORS AND THEIR ASSISTANTS.

Rev. Professor *M'Gauley*, 10 till 12, on Mondays, Wednesdays, Thursdays, and Fridays. 2 till 3 on Tuesdays.

Dr. *Sullivan*, 11 till 12, and 12½ till 1½, on Mondays, Wednesdays, Thursdays, and Fridays. 1 till 2 on Tuesdays.

Mr. *Rintoul*, 9½ till 10½, and 11 till 12, and either from 12½ till 1½, or from 2 till 3, on Mondays, Wednesdays, Thursdays, and Fridays. 1 till 2 on Tuesdays.

Mr. *Sheehy*, 9½ till 10½, and 11 till 12, and either from 12½ till 1½, or from 2 till 3, on Mondays, Wednesdays, Thursdays, and Fridays. 1 till 2 on Tuesdays.

NOTE.—Mr. Rintoul and Mr. Sheehy have the special class from 12½ till 1½, as also half of the general class from 2 till 3, on alternate weeks. While one is so employed from 2 till 3, the other is taking notes of the teachers in the Model schools.

From 12 till 12½, all are in consultation on matters relating to the Training department.

The following business occupies a considerable portion of time, but not at definite periods—viz.: writing weekly reports, and reports on special cases referred to the professors; noting and writing letters, often requiring careful inquiry, investigation of documents, &c.; transacting business with the patrons of schools and others who apply to us for teachers; reading and correcting about 1,200 exercises annually (which occupy so much time as to render it necessary for us to devote many of our evenings, and most of our Saturdays at home, to them); registration of teachers in training; admission, examination, and classification of them; monthly admission of pupils to the Model schools, and business connected with the latter.

The most pressing wants noticed in this Report.

I shall conclude by drawing the *special* attention of the Commissioners to those points in the above Report which seem the most pressing:—namely, the want of both a small model school,† and of suitable practising schools, of a good library,‡ and convenient laboratory,§ of a careful selection and examination, by the inspectors,‖ of the teachers sent here for training—particularly of those destined for the special class.

I trust, gentlemen, that I have included in this report every thing of interest connected with the Training and Model schools; and I have spared no trouble to secure accuracy. I have spoken freely, as my experience seemed to dictate. I hope that the suggestions I have ventured to make will meet the approval of the Commissioners, and that the opinions I have given will be found in accordance with theirs.

Your obedient servant,

To the Secretaries. J. W. M'GAULEY.

MR. M'GAULEY deserves great credit for the pains he has taken in drawing up this report, and in my opinion it contains many most valuable suggestions. I think it ought to be printed *confidentially* for the Board, in order that it may receive the consideration which it so well merits.

ROBERT SULLIVAN.

* Minutes of Committee of Council for 1848-49, p. 140.
† Page 155. ‡ Page 158. § Page 173. ‖ Pages 171 and 174.

Appendix to Professor M'Gauley's Report.

Appendix G.

IV. General Report on the Training and Central Model Schools.

Arrangements and Examinations of the Schools.

The Male Model School.

Rev. Professor M'Gauley.

Dimensions of Male Schools.

The male school at present contains a lower and upper school-room, with a class room for each; also, in the basement story, a room devoted to drawing.

The lower school-room is 59 feet long, 21 feet wide, and 10 feet high; it contains 10 desks, holding, in all, 100 boys.

The upper school-room is 80 feet long, 50 feet wide, and 25 feet high; it contains 16 desks, holding 288 boys.

The lower class-room is 20½ feet long, 21 feet wide, and 10 feet high. The gallery contains 8 seats, holding 150 boys.

The upper class-room* is 27 feet long, 22½ feet wide, and about 18 feet high. The gallery contains 9 seats, holding 150 boys.

The male drawing-school—which is very badly situated, but is tolerably well arranged for the purpose, considering the circumstances—is 43½ feet long, 21 feet wide, and 10 feet high; it contains 8 desks, holding 64 boys.

The Lower or Preparatory School

Arrangement of Lower School.

Is divided into three sections:—the first book section, the second book section, and the sequel section. In classifying the children, every branch is taken into account.

The First Book Section contains three drafts. The 1st draft learns the Board's first book, as far as page 8, inclusive: the 2nd, as far as page 15, inclusive: and the 3rd, as far as the end.

The Second Book Section contains four drafts. The children in this section should know the second book, as far as they have gone in it, the leading features of the map of the world, and the principal parts of speech. The 1st draft should know addition: the 2nd, subtraction: the 3rd, multiplication by a single digit; and the 4th, any example in multiplication.

The Sequel Section.—The children in this section should know the second book, and the sequels, as far as they have gone in them; the map of the world more fully; the principal parts of speech; and short division.

Synopsis of Examination of Lower School, in the subjects mentioned above.

Section.	Number on the roll when examined.	Number present.	Number expected to answer well.	Kind of answering.	Observations.
First, .	57	33	26†	Good,	The *average* answering was as described: but some were better in one thing, some in another.
Second, .	72	43	26	Very good,	
Third, .	10	10	10	Very good.	

It would cause this report to be of great length, were I to give more than an *abstract* of the notes which I have, of the answering of the various sub-divisions in each school, on the different subjects.

* This class-room has been conveniently fitted up for simple illustrations and experiments, in explanation of the fourth and fifth books.

† The difference between the numbers present, and the numbers expected to answer well, arises from some of the children having been recently placed in the classes, and, in a few instances, from want of attention and industry on their part.

Arrangements of Upper School.

The Upper School

Is divided into four sections:—the lowest, or second book section, the sequel section, the third book section, and the fourth and fifth book section.

The Second Book Section contains six drafts. The children in this section should know the second book, as far as they have gone in it; the principal features in the map of the world; the chief parts of speech—some reference being had to the number of the draft. The first three drafts write on slates, the rest on paper.

The first draft should know half the multiplication table, and easy addition: the second, any example in addition: the third, subtraction: the fourth, easy examples in multiplication: the fifth, the whole multiplication table, and any examples in multiplication: the sixth, easy examples in division.

The Sequel Section contains six drafts. The children in this section should know the second book, and two sequels, as far as they have gone in them; the map of the world, very fully; all the parts of speech; and should write small-hand a little.

The first draft should know all the tables; short division, and some of them long division: the second, compound addition: the third, compound subtraction: the fourth, compound multiplication: the fifth, compound division: the sixth, reduction. It would be better that reduction should *precede* the compound rules.

The Third Book Section contains six drafts. The children in this section should know the second book, sequels, and third book, as far as they have gone in it; the map of the world, Europe, and the British isles; simple parsing and something of syntax; and they should write tolerably well.

The first draft should know simple proportion: the second, compound proportion: the third, fractions: the fourth, practice: the fifth, tare and tret: the sixth, simple interest.

The Fourth and Fifth Book Section.—This may be considered as a fourth book section and fifth book section, united into one class Those in the fourth book remain in it about six months, and are not expected to be quite so far advanced in knowledge as those in the fifth book. All are, however, taught very much the same subjects. They should know the fourth and fifth books, as far as they have gone in them; mathematical and physical geography; book-keeping; algebra, geometry, mensuration, and with some trigonometry and navigation; and write short essays on subjects proposed to them. I have mentioned* that the pupils of the highest class are extremely, young. I may add, that the youngest in it is but eleven years of age and the average age is only thirteen and a-half years.

Synopsis of Examination of Upper School.

Sections.	Number on the roll when examined.	Number present.	Number expected to answer well.	Kind of answering.	Observations.
First, .	171	107	89	Very Fair.	
Second, .	194	180	136	Very Good.	Some of the boys distinguished themselves very much.
Third, .	110	78	72	Excellent.	
Fourth .	59	54	43	Ex. Good.	

* Page 162.

The Drawing Classes.

Arrangement of the Drawing Classes in the Male School.

There are three drawing classes ; but, as it is necessary that these should correspond with the literary classes, their arrangement is scarcely connected, in any way, with proficiency in drawing. And the pupil in a higher has not necessarily passed through a lower class. This is a great inconvenience, but it can scarcely be avoided. The pupils at present in the drawing classes have been in them from about three months to two years. Unfortunately, they do not remain long enough ; but such is their anxiety to learn, that twelve of those who have gone to business attend the evening drawing classes, in which the teachers in training are instructed. Some admirable specimens are to be found in these schools—many of them by pupils still in them.

Lowest Drawing Class.—This consists of boys who learn free-hand and outline drawing. None of them have been in the class longer than three months ; but all do something, and many a great deal. This class is taught from one till two o'clock, on Wednesdays, Thursdays, and Fridays.

Second Drawing Class.—This consists of boys who learn free-hand, outline, outline and shading from models, drawing from casts, and geometrical drawing. They have been in the class from six to twelve months, and, for the time, have made considerable progress—some of the specimens being admirable. This class learns practical geometry, and is taught from one till two o'clock, on Mondays ; and from two till three, on Wednesdays, Thursdays, and Fridays.

Highest Drawing Class.—This consists of boys in the highest section of the upper school. They learn very much the same branches as the last class, but pay more attention to geometrical drawing ; and some of them are more advanced. Their proficiency is very satisfactory. This class is taught from two till three o'clock on Mondays and Wednesdays, and from one till two on Tuesdays.

Upwards of fifteen of the pupils belonging to the drawing school have been qualified to act as teachers of drawing ; some are with lithographers ; others are in architects' offices, in the Ordnance Survey, and other employments in which drawing is required or is extremely useful.

The Singing Classes.

Arrangement of the Singing Classes in the Male School.

There are two singing classes in the male school. One, the general class, consisting of three divisions ; and the other, the special singing class. It is so arranged, that each member of the former receives a regular lesson once a week ; the special singing class receives one every day. Though, considering the *circumstances*, the progress in singing is satisfactory, as there is not sufficient instruction given, it is not so great as might be desired. One lesson a-week is too little for the lower class, which requires a considerable amount of attention ; and, hence, in addition to the lesson it receives from the singing master, it should be under the special care of a good assistant teacher, well qualified for his business, and very attentive to it. There should be, also, an assistant teacher to give extra instruction to the higher class. No change of this kind, however, should be supposed to lessen the amount of instruction imparted by the head singing master, but, if possible, the contrary. On the whole, the present arrangements, are not calculated to render the instruction in singing as effective as it should be.

General Singing Class.

First Division.—This consists of the children in the second book section. They are expected to know the notes, a little introductory mat-

ter, and a few school songs: and they have made, at least, a fair commencement. They are taught on Wednesdays and Fridays, from half-past twelve till one o'clock.

Second Division.—This consists of the children in the sequel section. They should know something more of the same subjects than the first division: and they seemed better acquainted with them. They are taught on Thursdays, from half-past twelve till one o'clock.

Third Division.—This consists of children in the third book section. They should know Hullah's first twelve tablets; should read in time; explain the chief musical terms, and sing a few simple songs. Considering their opportunities, their progress has been fair. They are taught on Mondays, from half-past twelve till one o'clock.

On Tuesdays, from half-past two till three o'clock, the entire school is taught singing in the large school-room.

Special Singing Class.

This consists of boys selected from the general singing class. They should know Hullah's Manual, up to page 45; should read and sing in time; should sing in two parts; understand musical terms, dots, intervals, &c.; sing simple songs in two parts. They acquitted themselves very well. They are taught on Mondays, Wednesdays, Thursdays, and Fridays, from one till half-past one o'clock.

THE FEMALE MODEL SCHOOL.

Dimensions and arrangement of Female School.

The female school contains one school-room and one class-room, &c.

The school-room is 61 feet long, 50 feet wide, and 25 feet high; it contains 10 desks, holding 180 girls.

The class-room is 52 feet long, 18 feet wide, and 25 feet high. The gallery contains 15 seats, holding 180 girls.

This school is divided into six sections:—the first book section, the second book section, the sequel section, the third book section, the fourth book section, and the fifth book section. These, if the number of children require it, are both divided, and sub-divided.

The First Book Section.—The children in this section are expected to know the first book as far as they have gone in it; to name the vowel sounds; to be acquainted with the principal divisions of land and water; the leading features in the map of Europe; to work easy examples in addition; to write on slates; and to hem.

The Second Book Section contains three divisions: and each division has four or more drafts. The 1st division should know the second book as far as page 19; the stops in reading; the article, noun, and adjective; the map of Europe more fully; the multiplication table, as far as four times; should read numbers consisting of three digits; work easy examples in addition; form letters on paper; hem and top-sew. The 2nd division should know the second book to page 74; the article, noun, adjective, and verb; the map of the world; the multiplication table to six times; should read any four digits; work any examples in addition; write short words on paper; hem and top-sew. The 3rd division should spell more difficult words; know all the second book; the same amount of grammar more perfectly; the maps of the world and Europe; the whole multiplication table; addition, and subtraction, including decimals; write difficult words on paper; hem, top-sew, run, fell, and herring-bone.

The Sequel Section contains two divisions, and is subdivided, as necessary. The 1st division should spell still harder words; should know sequel No. 1 as far as they have gone in it; the article, noun, pronoun, adjective, verb, and adverb; the maps of the world and Europe

more fully; the table of money, subtraction, and easy multiplication; write large-hand, and from dictation; stitch, work eyelet holes and button holes. The 2nd division should spell yet more perfectly; should know sequel No. 2 as far as they have gone in it; all the parts of speech; the same maps more fully; division, including decimals; write large-hand, and from dictation; stitch, &c.

The Third Book Section contains two divisions. The 1st division should know how to spell rather difficult words; the prefixes and affixes; the third book, as far as they have gone in it; parse an easy sentence; know the maps of the world, Europe, and Asia, and the capitals of countries; the tables of weights, measures, &c., the compound rules, and something of mental arithmetic; mend, make, and knit. The 2nd division should know the same subjects, but better.

The Fourth Book Section contains two divisions: as usual, the subdivisions depend on circumstances. The 1st division should spell very well; should know the fourth book, as far as they have gone in it; parsing and syntax; the map of Africa, with those already mentioned; the various tables; simple proportion, and mental arithmetic; write well, and make corrections in grammar; mend, make, cut out, embroider, &c. The 2nd division should know the rules for spelling; the fourth book, and supplement, as far as they have gone in them; parse both prose and poetry; recite poetry from memory; know the various maps, and geographical terms; addition and subtraction of fractions, mental arithmetic, &c.; parsing and exercises on paper; with the finer kinds of needlework, required for the specimen-books.

The Fifth Book Section should, in addition to the subjects already enumerated, know the difficult parts of the spelling book, and the rules for spelling, very perfectly; the fifth book, as far as they have gone in it; biography, poetry, &c.: should parse any sentence; should know mathematical and physical geography; every thing connected with decimals, practice, interest, and mental arithmetic; write any thing from dictation; make corrections in writing, as to grammar, &c.; mend, make, &c.

Synopsis of Examination of Female School.

Sections.	Number on the Rolls when examined.	Numbers present.	Number expected to answer well.	Kind of answering.	Observations.
First, .	16	9	8	Good.	Some in each class distinguished themselves highly.—As in the other schools, the children were extremely desirous of being examined. The fifth section forms an admirable class. Decimals have been extremely well attended to.
Second,	173	122	110	Ex. Good.	
Third,	88	52	48	Very Good.	
Fourth,	47	33	28	Excellent.	
Fifth, .	110	76	70	Very Satisfactory.	
Sixth, .	75	13	13	Ex. Good.	

The Drawing Classes.

Arrangement of the Drawing Classes in the Female School.

These have been for some time conducted in a building in Marlborough-street adjoining the grounds, and connected with them. It is not very well suited to the purpose, and is too far from the schools. A room in the basement story of the female school, formerly used for drawing, is again applied to that purpose, though not altogether

suited to it. This, however, is the best accommodation that can be had at present.

There are three drawing classes. The lowest, or outline class, contains two divisions: the 1st division learns elementary matters; the 2nd division, subjects somewhat more advanced. It is taught from 10½ till 11 o'clock, on Mondays, Wednesdays, Thursdays, and Fridays. The second or shading class, contains two divisions: the 1st division studies flat tinting: the 2nd division, draws figures, landscapes, &c. It is taught from 9 till 10 o'clock, on Mondays, Wednesdays, Thursdays, and Fridays. The highest class, learns ornamental design, applicable to industrial works, figure and landscape drawing, with drawing from the round and natural objects. It is taught from three till four o'clock, on Mondays, Wednesdays, Thursdays, and Fridays. An elementary class is to be formed in this school, and considerable advantage is expected from it. The specimens exhibited by the pupils are very creditable to them; those who have attended, with the proper degree of regularity, have been extremely successful.

The Singing Classes.

Arrangement of the Singing Classes in the Female School.

The pupils who have been selected for these classes are divided into three sections. What I have said of the singing classes in the boys' school applies, at least as strongly, to those in this school.

General Singing Class.

First Division.—This consists of pupils belonging to the second book section; they should know the names of the notes, sing the scales, and a few school songs; beat time, and be acquainted with Hullah's Manual to page 12. They acquitted themselves fairly under the circumstances. They are taught on Fridays from two till three o'clock.

Second Division.—This consists also of pupils belonging to the second book section; they should know nearly the same subjects, but more fully; and they showed a tolerable knowledge of them. They are taught on Wednesdays from two till three o'clock.

Third Division.—This consists of pupils belonging to the sequel section; they should sing from the hand; read in time; understand something of intervals; sing some easy school songs; and know Hullah's Manual to page 25. They were fairly proficient. They are taught on Thursdays from half-past two till three o'clock.

The Higher Class.

This consists of pupils in the higher sections. They should know the second part of Hullah's Manual to page 82, including transposition of scales, and singing in parts: like the pupils in the male school, they do not go beyond *two* parts, which is much to be regretted. Some few of the girls sing extremely well, but there is not any class in this school for *special* instruction in singing. In that respect, they are worse off even than the boys.

The Infant Model School.

Dimensions and Arrangement of the Infant School.

The Infant school consists of a school-room, having, besides the ordinary desks, &c., a commodious gallery, and three class-rooms. The school-room is 64½ feet long, 30 feet wide, and 25 feet high. The school-room gallery contains 10 seats, holding 200 children; and 16 desks, holding 150 children.

The Eastern class-room is 24½ feet long, 15½ feet wide, and 10 feet high; the gallery contains 6 seats, holding 60 children.

The Northern class-room is 16 feet long, 13 feet wide, and 21 feet high. The gallery contains 4 seats, holding 40 children.

The Southern class-room is 16 feet long, 13 feet wide, and 21 feet high. The gallery contains 4 seats, holding 50 children.

The Infant school is divided into six sections:—

The First Section.—This is instructed simultaneously in the letters; in oral spelling, and pronunciation; in the divisions of land and water; the first portions of the multiplication table, and the reading of numbers. None of the children were two months in this section.

The Second Section.—This is instructed simultaneously in reading easy words from cards or tablets, and explaining them; in the most remarkable portions of the map of the world; the multiplication table, as far as four times; the reading of easy numbers, easy addition and subtraction—the arithmeticon being employed; in lessons from pictures, and objects; and simple singing.

The Third Section.—This is divided into an upper and lower draft: and the children belonging to it are taught both individually and collectively, from the first book and corresponding tablets: they learn the map of the world; the reading of easy numbers consisting of four digits, the multiplication table up to five times, at least, and the commencement of division—by means of the arithmeticon; picture and object lessons; and simple songs.

The Fourth Section.—This is divided into three drafts: the children in it should know the second book, as far as they have gone in it. They learn the map of the world; spelling; simple parsing; the reading of small numbers; and singing.

The Fifth Section.—This is divided into three drafts—the two lowest in the second book, the highest in the first sequel. The children in these learn more fully the map of Europe; the reading of numbers, and the multiplication table; the first elements of geometry; and singing.

The Sixth Section.—This is divided into two drafts, the lower of which is taught the second sequel, the higher the third book. The children in these learn spelling; parsing; the map of the World; the seasons, climates, &c.; the elements of mechanics &c., suited to their capacities; the reading of large numbers, including decimals; the four first rules of arithmetic; and singing. About 150 of the children write at once on slates, at the desks—there is not accommodation for a larger number.

SYNOPSIS of Examination of Infant School.

Section.	Numbers on the roll when examined.		Number present.		Number expected to answer well.		Kind of answering.		Observations.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
First, .	39	22	25	22	25	22	Good.	Good.	Some of the children, particularly of the little girls, showed great smartness and intelligence.
Second,	42	31	42	24	42	26	V. Good.	V. Good.	
Third, .	40	18	26	15	26	15	Satisf.	Good.	
Fourth,	27	16	22	13	22	13	Fair.	V. Good.	
Fifth, .	26	14	23	14	23	14	V. Good.	V. Good.	
Sixth, .	13	12	12	12	12	12	V. Good.	V. Good.	

The time of the year, and the weather during which the examination was held, were very unfavourable to the attendance in an Infant school. Also, one of the assistant teachers, who had been highly efficient, was absent from sickness—and has since died.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

The average age of the children in the Infant school on Monday, December 17th, 1855, was :—

Section.	Average Age.	
	Years.	Months.
First, . .	6	9
Second, . .	6	3
Third, . .	5	9
Fourth, . .	5	6
Fifth, . .	4	7
Sixth, . .	6	6

The above averages are accidental, not general : as, during the winter, the younger children, and the more delicate, cease to attend. They are not retained in this school after seven years of age. The average age of the children admitted during the year 1855, was *four* years.

(A.) Admission Note.

——— NATIONAL MODEL SCHOOL, MARLBOROUGH-STREET, ———

day of ——— 185

———————— will be admitted into this school, on the first Monday of ———, if accompanied by either parent, before ten o'clock, with this note. Entrance at Gardiner-street gate. The Professors attend on the first Monday of the month, from nine till ten o'clock, to admit the pupils, and register their religion *after* admission.

(B.) Professors' Weekly Report.

MODEL AND TRAINING SCHOOLS.

Summary of Reports for Week ending ——— day of ——— 185

Number of pupils on the rolls, . . .	Boys.	
	Girls.	
	Infants.	
	Total.	
Average attendance for the week, . . .	Boys.	
	Girls.	
	Infants.	
	Total.	
Number of applicant pupils, . . .	Boys.	
	Girls.	
	Infants.	
	Total.	
Number of applicants for re-admission, . .	Boys.	
	Girls.	
	Infants.	
	Total.	
Number of admissions, ...	Boys.	
	Girls.	
	Infants.	
	Total.	
Number dismissed, ...	Boys.	
	Girls.	
	Infants.	
	Total.	
Payments for the week, ...	Boys.	
	Girls.	
	Infants.	
	Total.	

——— Central Model School.

RETURN of Paid Monitors* employed during the Month of ——— 185 .

(C.)
Form used in paying the Monitors.

Names of Monitors.	Year of Service.	Rate per Annum.	Amount.	We acknowledge to have received the sums set opposite to our Names.
			£	

(Signature) ——— *Male Teacher.*
( ) ——— *Female Teacher.*

I certify that the above return is just and true.
(Signature) ——— *Professor.*

Pay ———

——— *Accountant.*
——— *Secretary.*

Entered.

* This should be *Pupil-teachers.*

MODEL SCHOOL DEPARTMENT.

(D.)
Form sent with the money received from the Model Schools.

Please to receive as under, for the week ending Saturday the —— day of ———, 185 :—

Male school, ...
Female school, ...
Infant school, ...

Total, . £

Total, pounds shillings pence.

——— *Professor.*
——— *Secretary.*

To the Accountant,
Office of Education.

NATIONAL MODEL SCHOOL.

(E.)
First Notice to parents regarding preparation of lessons at home.

The parents or guardians of —— are informed that, unless he is more attentive to his lessons at home, he will be suspended from further attendance at these schools.

—— *Teacher.*

(Date.)

☞ Read the rules of National Model Schools, in the *admittance note*, a copy of which the parents should keep for their guidance.

MODEL —— SCHOOL, MARLBOROUGH-STREET.

(F.)
Second Notice to parents regarding same.

——'s attention since the last monthly examination, to his (or her) studies at home, has promoted him in class, from the —— to the —— place. —— is attached to his (or her) position.

—— days absent during the month.

—— *Teacher.*

Date.

P.S.—The parents are requested to acknowledge the receipt of this note.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

(G.) Proposed form of application for books, &c.

Application for books, &c., required in —— Model School, —— day of ——, 185 .

[Here are to be placed the names of the books, &c., *published* by the Commissioners.]				[Here are to be placed the names of the books, &c. *sanctioned* by the Commissioners.]			
Amt. forward, £				Total, £			

Total, —— pounds, —— shillings, —— pence.

—— *Head Teacher.*
—— *Professor.*

(H.) First notice to parents regarding attendance.

NATIONAL MODEL SCHOOLS.

The parents or guardians of —— are informed that, unless his attendance be more regular, he will be dismissed from the school.

—— *Teacher.*

(Date)

☞ Read fifth and sixth rules of National Schools in the *Admittance Note*, a copy of which the parents should keep for their guidance.

NATIONAL MODEL SCHOOLS.

Second notice regarding same.

—— Was discharged on last Saturday, for irregularity of attendance, having been —— days absent during last ——.

—— *Teacher.*

(Date)

(I.) Specimen page of Note-book.

—— MODEL SCHOOL.

—— Draft of —— Division.

Week ending —— day of —— 185 .

Class No.	Names.	Monday.							Wednesday.							Thursday.							Friday.							Observations.
		Attendance.	Conduct.	Answering in					Attendance.	Conduct.	Answering in					Attendance.	Conduct.	Answering in					Attendance.	Conduct.	Answering in					
				Arith.	Spell.	Gram.	Geog.				Arith.	Spell.	Gram.	Geog.				Arith.	Spell.	Gram.	Geog.				Arith.	Spell.	Gram.	Geog.		
1																													
2																													
3																													
4																													
5																													
6																													
7																													
8																													
9																													
10																													
11																													
12																													
13																													
14																													
15																													

☞ A, good: B, fair: C, tolerable: D, bad.

PUPIL-TEACHERS' REPORT.

———————— National School.

Report for the week ending ————————, 185 .

Section ——— (should be added).

No. on rolls . . . . .

Admitted to ——. Removed to ——

Total on rolls,

Discharged ——. Removed from ——

Remaining on rolls,

Payments, £ ————

Pupils Discharged.

Registers.	Name.	Cause.

MALE MODEL SCHOOL.

(K.) Time Table of Male School.

General Time Table.

	H. M.		H. M.	
From	9 0	till	10 0	Scripture Extracts and Sacred Poetry, at which lessons no children are required to attend, when parents or guardians object.
,,	10 0	,,	11 0	Arithmetic, Algebra, Mensuration, &c.—Tables.
,,	11 0	,,	11 40	Writing.
,,	11 40	,,	12 0	Playground.
,,	12 0	,,	12 30	Spelling Lesson.
,,	12 30	,,	12 45	Grammar Lesson.
,,	12 45	,,	1 0	Geography Lesson.
,,	1 0	,,	1 30	Dictation.
,,	1 30	,,	2 0	Playground.
,,	2 0	,,	3 0	Reading, Explanations, &c.

FEMALE MODEL SCHOOL.

Time Table of Female School.

GENERAL TIME TABLE.

For First and Second Sections.

	H. M.		H. M.	
From	9 30	till	10 0	Scripture Extracts and Sacred Poetry, at which no children are required to attend, when parents or guardians object.
,,	10 0	,,	10 45	Writing.
,,	10 45	,,	11 15	Spelling and Reading, with Geography, on alternate days.
,,	11 15	,,	12 0	Arithmetic.
,,	12 0	,,	12 30	Play-ground.
,,	12 30	,,	1 15	Reading.
,,	1 15	,,	1 45	Grammar and Geography.
,,	1 45	,,	3 0	Needlework and Singing.

For Remaining Sections.

From	9 30	till	10 0	Scripture Extracts and Sacred Poetry, at which no children are required to attend, when parents or guardians object.
,,	10 0	,,	10 45	Spelling, prefixes, affixes, roots.
,,	10 45	,,	11 15	Writing.
,,	(10 45	,,	11 15	Monitresses instructed.)
,,	11 15	,,	12 0	Arithmetic.
,,	12 0	,,	12 30	Play-ground.
,,	12 30	,,	1 15	Reading.
,,	1 15	,,	1 45	Grammar and Geography.
,,	1 45	,,	3 0	Needlework and Singing.

Appendix G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

Time Table of Infant School.

Infant Model School.

General Time Table.

	H.	M.	H.	M.	
From	9	0 till	10	0	School open: children deposit their clothes and bread, placed in baskets at the respective class posts, and proceed to the play ground.
,,	(9	0 ,,	10	0	Monitors' class taught).
,,	10	0 ,,	10	30	Children assemble in gallery for morning lesson.
,,	10	30 ,,	11	30	Reading—the elder children in classes, the younger in galleries.
,,	11	30 ,,	12	0	March to playground for recreation.
,,	12	0 ,,	12	20	Writing lesson.
,,	12	20 ,,	12	40	Drawing.
,,	12	40 ,,	1	10	March to gallery for mid-day lesson.
,,	1	10 ,,	1	30	Lunch hour.
,,	1	30 ,,	2	0	Dismissed to play ground.
,,	2	0 ,,	3	0	In gallery, for afternoon lesson, or in circulating classes, for picture or object lessons.

(L.) Programme of Lessons.

Lessons of ——— Division, for week commencing ——— of ———185 .

Day of the Week.	Tables, &c.	Geography.	Spelling.	Grammar.	Lessons.
Mon.	Page.	Page.	Page.	Page.	Page.
Wed.	Page.	Page.	Page.	Page.	Page.
Thurs.	Page.	Page.	Page.	Page.	Page.
Frid.	Page.	Page.	Page.	Page.	Page.

Note.—Removals from class to class take place on Saturday, when pupils will be promoted, left stationary, or depressed, according to the nature of their answering in the above-named subjects.

——— *Teacher.*

(M.) Subjects of Instruction for the Teachers in training.

Programme.—Education Office.

Training Department.

Subjects of Professor Sullivan's Lectures and Examinations (assisted by Mr. Rintoul):—

1. Best method of teaching the *alphabet*—Lancaster's, Jacotot's, Wood's, Pillans' plans. 2. Improved method of teaching *orthography*—practical rules for spelling. 3. The most approved method of teaching *reading*—rules for reading. 4. Best method for teaching the *meaning of words—roots* and *derivations—English grammar* and *composition*. 5. Easy lessons in reasoning or the elements of logic. 6. Examination in *Lesson books*, published by the Board. 7. Reviews of the different systems of popular education—Bell and Lancaster, Pestalozzi, Fellenberg, &c. 8. Different methods of teaching—the *intellectual*—the *monitorial*—the *simultaneous*—the *elliptic* or *suggestive*—the *mixed* or *eclectic* methods. 9. Reviews of the principal treatises on popular education, including *Abbott's "Teacher,"* and *Hall's lectures* or *School keeping* (American writers). 10. Geography, and the elements of Astronomy. 11. The elements of *political economy*, taking Archbishop Whately's "Easy Lessons on Money matters" as the basis: and touching only on those topics which are *plain, practical*, and *corrective* of *popular prejudices*. 12. An *outline of English Literature*, and *General History*.

Subjects of Professor M'Gauley's Lectures and Examinations (assisted by Mr. Sheehy) :—

1. Arithmetic. 2. Algebra. 3. Geometry. 4. Trigonometry and surveying. 5. The most useful and important principles connected with Mechanics. 6. Hydrostatics. 7. Pneumatics. 8. Optics. 9. The Steam Engine. 10. Electricity, &c. 11. Heat. 12. Chemistry, as applied to Agriculture and the Arts.

Daily Occupation of the Teachers' Time in the Lecture Rooms and Model Schools.

Male Teachers in Training.

Mondays, Wednesdays, Thursdays, and Fridays.

Occupation of Teachers' time in Lecture-rooms and Model School.

H.	M.		H.	M.	
10	0	to	11	0	Rev. Professor M'Gauley—Lecture.
11	0	,,	12	0	One-half with Mr. Rintoul, and the other with Mr. Sheehy.
12	0	,,	12	30	Relaxation in play-ground.
12	30	,,	1	30	Dr. Sullivan—Lecture.
1	30	,,	2	0	Mr. Glover—Hullah's system of singing.
2	0	,,	3	0	Class teaching under Mr. Rintoul and Mr. Sheehy ; a portion being in the male and infant Model Schools.
3	0	,,	4	0	Lecture on agriculture.

Tuesdays.

9	0	,,	10	0	Mr. Glover—Hullah's system of singing.
10	0	,,	12	30	Religious instruction, under their respective clergy.
12	30	,,	1	0	Relaxation in play-ground.
1	0	,,	2	0	Dr. Sullivan—Lecture.
2	0	,,	3	0	Rev. Professor M'Gauley—Lecture.
3	0	,,	4	0	Lectures on agriculture.

Saturdays.

10	0	,,	12	0	At the Farm, for practical instruction in agriculture, &c.
12	0	,,	2	0	Practical surveying.
2	0	,,	3	0	Horticulture.

Male Special Class.

The male special, or extra training class, consists of teachers who have been selected from the ordinary, or general class, for extra, or additional training. The senior division is occupied chiefly in the practice of teaching in the Model schools. The occupation of the junior division is as follows :—

Mondays, Wednesdays, Thursdays, and Fridays.

H.	M.		H.	M.	
9	30	to	10	30	Mr. Sheehy (Mondays, Thursdays, and Fridays), and Mr. Rintoul (Wednesdays).
10	30	,,	11	0	In male Model Schools.
11	0	,,	12	0	Dr. Sullivan (on Mondays and Thursdays), and Rev. Professor M'Gauley (on Wednesdays and Fridays).
12	0	,,	12	30	Play-ground, along with the general class.
12	30	,,	1	30	Mr. Rintoul and Mr. Sheehy alternately—For class teaching.
1	30	,,	2	0	Mr. Glover—Singing.
2	0	,,	3	0	The male and infant Model Schools.
3	0	,,	4	0	Drawing-class.

Tuesdays,

9	0	,,	10	0	Mr. Glover—Singing.
10	0	,,	12	30	Religious instruction, under their respective clergy.
12	30	,,	1	0	Relaxation, in play-ground.
1	0	,,	2	0	One-half with Mr. Sheehy, and the other with Rev. Professor M'Gauley, for examination, &c. ; or the entire with Mr. Sheehy.
2	0	,,	3	0	Male and infant Model Schools.
3	0	,,	4	0	Drawing-class.

Saturdays.

The junior special class attend at Glasnevin for practical agriculture, on Saturdays, along with the general class.

Appendix G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

Female Teachers in Training.

Mondays, Wednesdays, Thursdays, and Fridays.

H.	M.		H.	M.	
9	30	to	10	30	Mr. Rintoul (Mondays, Thursdays, and Fridays), and Mr. Sheehy (on Wednesdays).
10	30	,,	11	0	Relaxation in play-ground.
11	0	,,	12	0	Rev. Professor M'Gauley (Mondays and Thursdays), and Dr. Sullivan (Wednesdays and Fridays).
12	0	,,	1	0	Relaxation in play-ground.
1	0	,,	2	0	Practice of teaching in female school.
2	0	,,	3	0	Part in female and infant school, and part in drawing class.
3	0	,,	4	0	Mr. Glover—Hullah's system of singing.

Tuesdays.

10	0	,,	1	0	Religious instruction, under their respective clergy.
1	0	,,	2	0	Mr. Rintoul—Practice of teaching.
2	0	,,	3	0	Drawing class.
3	0	,,	4	0	Mr. Glover—Singing.

Saturdays.

10	0	,,	12	0	Female Model Schools.

Female Special Class.

The female special class attends a second course with the general class, and is afterwards employed in the practice of teaching, in the female and infant Model schools.

Occupation of Teachers' time in training houses.

The following will show how little time the teachers in training have to prepare for lectures, or to digest what they learn :—

Occupation of Teachers' Time before and after School Hours.

George's-street and Marlborough-street Establishments.

H.	M.		H.	M.	
6	0	to	7	0	Rise, wash, devotional exercises, making beds.
7	0	,,	8	30	Study.*
8	30	,,	9	20	Breakfast.
9	20	,,	10	0	Walk to Model Schools, and recreation in play-ground.
10	0	,,	4	0	In *Model Schools* and *lecture rooms*.
4	0	,,	5	30	Dinner and recreation.
5	30	,,	8	45	Study.*
8	45	,,	9	30	Supper and relaxation.
9	30	,,	10	0	Preparing for bed.

The teachers in George's-street establishment receive two hours' instruction in drawing, each week, in the evenings, from Mr. Smeethe.

Glasnevin Establishment.

H.	M.		H.	M.	
6	0	to	7	0	Rise, wash, devotional exercises, making beds.
7	0	,,	7	30	Lecture on horticulture.
7	30	,,	8	30	Study.
8	30	,,	9	10	Breakfast.
9	10	,,	10	0	Walk to Model Schools, and recreation in play-ground.
10	0	,,	4	0	In *Model Schools* and *lecture rooms*.
4	0	,,	4	50	Return to Glasnevin.
4	50	,,	6	0	Dinner and recreation.
6	0	,,	8	45	Study.
8	45	,,	9	30	Supper and relaxation.
9	30	,,	10	0	Preparing for bed.

On Saturdays, all the teachers are required to attend the Model Farm at Glasnevin, to receive instructions in the practice of agriculture, horticulture, and land surveying.

*The teachers, while at study, to be under the superintendence of Mr. O'Sullivan, assisted by Mr. Finlay, and in the Glasnevin establishment under Mr. Larkin.

FEMALE TRAINING ESTABLISHMENT, TALBOT-STREET.

H. M.	H. M.	
6 0 to	7 0	Rise,* wash, dress, devotional exercises, make beds, sweep rooms, &c., &c.
7 0 ,,	8 0	Assemble in class-room for morning study, under Mrs. CAMPBELL and ASSISTANT, preparatory to PROFESSORS' lectures.
8 0 ,,	9 30	Breakfast, and exercise in play-ground.
9 30 ,,	3 0	Attending the PROFESSORS' lectures, and in the female and infant Model Schools for the practice of teaching.
3 0 ,,	4 0	Hullah's system of vocal music, under Mr. GLOVER.
4 0 ,,	5 30	Dinner, and relaxation in play-ground.
5 30 ,,	7 0	Dressmaking, under Mrs. HADDOCK.
7 0 ,,	7 30	Tea.
7 30 ,,	9 30	Study and preparation for lectures.

On Saturdays, a portion of the class is engaged in various useful employments in household matters—cleansing, washing, ironing, &c. &c., in weekly succession; in repairs of clothes, correspondence with parents, &c., &c, exclusive of two hours for exercise.

Opportunities are afforded to all the teachers to receive religious instruction from their respective pastors, and to attend their places of worship on Sundays.

The teachers who reside in Great George's-street, attend at Marlborough-street in the evening, to learn drawing. The female teachers attend the drawing classes at two o'clock every day, along with the pupils of the Female Model school.

The teachers in training are practised carefully in the art of teaching, in the Model schools, as the most important matter connected with their profession. Besides those specially preparing for the charge of Infant schools, the whole of the teachers, with the externs, attend the Infant school during a portion of their course.

FORM of Recommendation to the Special Class.

(N.) Form of recommendation to the Special Class.

No.	NAME.	Age.	Religion.	School.	County.	Manager.	When trained.	Name and County of School for which Teacher was trained.	Present classification.	Organization and discipline of the School.	Method of teaching.	Literary abilities.	Amount of School fees and donations.	Special ground of recommendation.

Date, —— —— *Inspector.*

Assistant or pupil teachers who have served their full time, and who are of sufficient age (say at least 17), may be recommended for training in the *general* class; and, if considered qualified, they will be drafted into the *special* class, as vacancies occur.

Education Office, Training Department, 185

(O.) Circular containing instructions to those who desire to be trained as externs.

The teachers trained in the Model school of this institution are divided into three classes:—1st, the general, or ordinary class; 2nd, the special, or *extra* training class; and 3rd, the candidate, or *extern* class.

1st.—The general, or ordinary class, is composed of teachers of national schools, who have been recommended by the district or head-inspectors as eligible candidates for training. [Assistant teachers, and pupil-teachers, who have served their full time, and who are of sufficient age, are admissible to this class, if specially recommended by the district or head-inspectors.]

2nd.—The special, or extra training class, consists of teachers who have been selected from the ordinary, or general class, for extra or additional training. This class is comparatively small (particularly the female special class, which

* From 1st October to 1st April they rise an hour later.

APPENDIX G.

IV. General Report on the Training and Central Model Schools.

Rev. Professor M'Gauley.

is limited at present to fifteen members), and no candidates are admissible to it, unless they have passed through the ordinary, or general class, that is, unless they have attended, at least, one course of lectures in this institution.

3rd.—The candidate, or *extern* class, is composed of a limited number of respectable and well informed young persons, who wish to qualify themselves to act as teachers. The candidates admitted to this class are permitted to attend, without any charge, the lectures of the professors and the Model Schools with the ordinary teachers in training; and at the end of the course, they are examined and classed as teachers, according to their merits and qualifications.

Admission to this class depends on the following conditions:—

1st.—The candidate must produce (as in the case of the other teachers in training) a certificate of moral character, from a clergyman of the religious denomination to which they belong.

2nd.—It must be certified by an inspector, if they come from the country, or by the professors, if they reside in Dublin, *that they are sufficiently qualified, in a literary point of view, to benefit by the lectures.* The lowest amount of qualification is that which is required of the probationary, or lowest class of national school teachers, namely:—

To read with correctness, ease, and intelligence, any passage selected in the first four lesson-books.

To write a bold, free hand, and exhibit a knowledge of the principles of penmanship, and of the rules for teaching writing.

To write from dictation, with correct spelling, any passage read slowly from the third lesson-book.

To be familiar with the principles of the elementary rules, and with proportion, and be able to work with facility, neatness, and accuracy, sums in these rules, and in commercial arithmetic.

To parse any short, easy sentence in prose, and to exhibit an acquaintance with the elements of grammar.

To be acquainted with the general outline of the great divisions of the globe.

The female candidates will not be required to know commercial arithmetic.

3rd.—If they have no relatives or friends in Dublin to reside with, they should be provided with the means of boarding and lodging themselves during the course of lectures, which continues for four months and a half. They should also be provided with a small fund for the purpose of purchasing the necessary books and requisites. These will be supplied at the reduced prices charged to national schools.

4th.—Application for permission to attend this class, should be made to the secretaries, in writing, at least *a week before the commencement of the course.* There are two courses in each year—namely, the spring course, which commences in the first week of February; and the autumn course, which commences in the first week of August. These courses, as has been said before, continue for about four months and a half.

It should also be stated, that permission is given to teachers of schools not connected with the Board, to attend the Model schools as *auditors* or *visitors*, for any period that may suit their own convenience. To obtain this permission, an application should be made to the secretaries in writing.

} *Secretaries.*

(P.)

Circular regarding classification formerly used.

SIR,—The Commissioners of National Education have, on the recommendation of the professors, placed you in the —— division of the —— class, which will entitle you to —— per annum, commencing from ——. You will keep in mind that this classification is merely provisional, and will be raised or depressed, according to your future conduct and qualification, and the circumstances of the school.

Register, No.

(Q.)

Certificate of classification used at present.

National Education office, —— Dublin, —— 185

—————— teacher of —— National School, having attended the ordinary Course of Lectures given to the teachers in the Training establishment of this institution, and, also, the Model schools for the practice of teaching, has, upon examination by the professors, been placed in the —— division of the —— class.

By order of the Board,

} *Secretaries.*

A suitable modification of this is given to members of the extern class.

No. 2.—REPORT on the GALWAY DISTRICT MODEL SCHOOL for the year 1855, by H. W. NEWELL, Esq., LL.D., Head Inspector of National Schools.

Cork, January, 1856.

GENTLEMEN,—It was only on the 7th September last that I received instructions to take charge, as a temporary arrangement, of District 30, which includes in it the Galway District Model School. On the 27th of the same month I paid my first visit to the establishment, which had not been visited by a Head Inspector since some time in the year 1854. I spent two days in making myself acquainted with the details and internal economy of the school and house; and on the 29th instant I transmitted to you a Report, in which I specified many defects in the building and in the management of the establishment, which called for the interference of the Commissioners. Owing to the season of the year it was not deemed advisable to commence any repairs of an extensive character; but such as were indispensable were completed shortly after my visit, while the promptest steps were taken to give effect to my recommendations on all the other heads. It is not necessary that I should again refer specifically to these heads. In this Report I shall, as briefly as possible, glance at the history of the school, and state the result of my recent examination of the several classes.

This school opened on the 29th July, 1852, since which date I believe only one annual report was furnished; I may, however, state that since its opening it has received from the people of Galway a steady and unbroken support. There were admitted within its walls from the date of its opening till the 31st December, 1855, 424 boys, 281 girls, and 289 infants, making a total of NINE HUNDRED AND NINETY-FOUR CHILDREN, and the average daily attendance was 222.

The total amount of school fees received for the same period was £448 7*s.* 6*d.*

The following Table shows a comparative view of the attendance at each department during the years 1854 and 1855:—

	Highest Average on Rolls.				Average Daily Attendance.				Total Amount of School Fees.			Total Amount of Requisites Sold.		
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.	£	*s.*	*d.*	£	*s.*	*d.*
1854,	128·3	65·4	39·5	283·2	100·0	51·5	67·0	218·6	123	7	6	16	18	0½
1855,	126·1	67·0	84 0	277·0	95·5	57·9	67·6	221·2	143	9	6	18	14	10¾

This Table shows that in both years the schools were attended by very nearly equal numbers. In the boys' school there was a slight decrease of 4·5, while in the girls' school there was an increase of 6·4, and the attendance in the infants' remained very nearly the same. In the boys' school a daily average of 100 pupils throughout the year is as large as may be looked for, while the attendance of the infants must be admitted to be very high. In the girls' school there should, perhaps, be a larger attendance; but there are several good convent

schools in Galway, and some of these are in the very neighbourhood of the Model School; still, it is my belief that a larger attendance of girls could be secured.

It will be observed that the school fees for the year 1855 are much greater in amount than for the year 1854. The fact is, that the schools have gradually ceased to be attended by the children of the poorer classes, who can receive education *gratuitously* at several other national schools, and are attended chiefly by the children of shopkeepers and of the middle classes. Of the 220 children whose names remained *bona fide* on the rolls on the 1st January, 1856, the annexed Table shows the number at each rate :—

	At 5*s.* per quarter.	At 2*s.* 6*d.* per quarter.	At 1*d.* per week.	Total.
Boys, . . .	25	47	22	94
Girls, . . .	14	29	13	56
Infants, . . .	8	29	33	70
Total, . .	47	105	68	220

And the following Table the number belonging to each religious denomination :—

	Protestants.	Roman Catholics.	Total.
Boys, . . .	17	77	94
Girls, . . .	6	50	56
Infants, . . .	15	55	70
Total, .	38	182	220

So far as I could learn there is no indisposition on the part of the parents of any religious persuasion to send their children to this establishment, while the clergymen of the respective churches visit it frequently.

As the Commissioners directed me to hold a public examination of the pupils in attendance, I fixed for this purpose the earliest day that other engagements admitted; but even so, I was unable to invite the attendance of the public before the 6th November—a very inconvenient period of the year for any public exhibition. The examination was to be continued throughout two days; but on the first day the rain fell in such torrents that very few persons attended, and I did not proceed with the examination. On the 7th, however, the weather cleared up, and a very large and highly respectable audience of all persuasions, including several of the professors in the Queen's College, attended. All seemed to approve of the day's proceedings, and many expressed their admiration of the pupils' intelligence and proficiency.

The boys' schoolroom was fitted up with a platform at one end, and decorated with very fine geological, physiological, and other charts. There were models of steam-engines, and a large collection of philosophical apparatus, while the electric telegraph was practically explained and illustrated by sending messages from one part of the house to another.

The examination commenced by the girls' singing some pleasing songs, and the several classes were afterwards examined by Dr. Clarke, myself, and the teachers. The answering was generally admitted to be excellent; but that portion of the examination connected with the physical sciences naturally, from its experimental accompaniments, proved the most attractive. At the close of the proceedings I delivered certificates, accompanied with sums of money varying from 1*s.* to 10*s.*,

to the most deserving pupils. The total amount distributed was £15, which was disposed of in the following manner :—

	£	s.	d.
Boys' Classes,	4	19	0
Natural Philosophy Class,	1	10	0
Girls' Classes,	4	19	6
Infants' Classes,	1	17	6
Music Classes,	0	14	0
Needlework Classes,	1	0	0
	15	0	0

The pupils entitled to prizes were selected previously, five days having been devoted to a minute and careful examination of the several classes by the District Inspector, Mr. Wilson, and myself. There were 96 boys, 58 girls, and 52 infants, or in all 206 pupils examined ; of these, 24 boys, 25 girls, and 15 infants, or 64 in all, were awarded premiums. I purpose speaking of the answering in each department separately, and shall begin with the boys.

Boys' School.

The Fifth Book of Lessons is not in use at present as a class-book, the pupils not having yet became masters of all the subjects treated in the Fourth Book. However, the subjects of most of the lessons in the Fifth Book are understood by the advanced boys, who compose the class of natural philosophy. Without setting forth formally and in detail the course of instruction given to each class, it may be briefly stated that there are taught in this school reading, writing, grammar, geography, arithmetic, book-keeping, Euclid, mensuration, algebra, singing, and the elementary parts of the several branches of natural philosophy, which shall be more particularly referred to hereafter. The only branch recognized by the Commissioners, and not taught by this school, is linear drawing. I am, however, happy to say, that this subject is to be introduced early in April, by an order of the Board, under a skilful teacher.

The following table will show the total number of questions asked of, and answered by, each class.

Class.	Number of Pupils in Class.	Total number of Questions asked.	Total number of Questions answered.	Proportion to 100.	Remarks.
Fourth (1st Div.),	5	260	142	54·6	Extra branches, as Music and Natural Philosophy, not referred to in this table.
Fourth (2nd Div.),	7	322	109	33·8	
Third,	23	1,219	397	32·6	
Sequel,	16	544	229	42·0	
Second (1st Div.),	18	680	427	62·8	
Second (2nd Div.),	27	1,092	521	47·7	

Reading.—The reading was for the most part good, and the pronunciation of nearly all the pupils distinct and correct. The senior classes read fluently and intelligently, the junior correctly, and understood pretty well what they read—some of the boys read short poems pleasingly.

Grammar.—In very few cases did even the advanced boys answer cleverly in this important branch. Their knowledge was a rote knowledge, most of the boys in the third and fourth classes being well acquainted with the text-book, but unable to parse a compound sen-

tence correctly. I was not at all satisfied with the proficiency in this subject.

Dictation.—Of 12 in the fourth class, 8 wrote a long passage with more than average correctness. The errors, excluding 4 boys who had attended school irregularly, did not average 2½ each. The subject receives due attention.

Geography.—The course on which the advanced boys were prepared was rather limited, not extending in the Geography Generalized beyond the third chapter—in local geography the answering was fair. The strangers who heard the classes examined in this subject thought the answering excellent.

Arithmetic.—The knowledge of the practice of arithmetic is above the average, and decidedly good. Judging from the results, the theory has not been carefully taught.

Book-keeping is taught regularly, and its principles according to the Board's treatise on the subject fairly known.

Writing.—Of the junior classes middling; of the third, fair in some cases, but in many wanting care and proportion. Most of the fourth class boys write a bold round hand.

Lesson Books.—The answering on the subject-matter of the Lesson Books was fair, and evidenced careful instruction.

Euclid and Mensuration.—Five boys had read 3 books of Euclid and about 20 problems in mensuration—they answered creditably. The third class (23) had read 32 propositions in the First Book—they answered poorly.

Physical Science Class.—This may appear rather a high-sounding name to be applied to a number of boys, whose ages do not average 14 years. I was myself quite prepared to find that they had learned little more than a smattering of the subjects taught to them under this head; but I now believe that the principles of many of the subjects referred to in the attached syllabus can be readily understood by boys who cannot master subjects that form part of the daily business of the most elementary National Schools. I am satisfied that an acquaintance with the general principles of mechanics, hydrostatics, hydraulics, pneumatics, and a popular knowledge of geology and inorganic chemistry, can be as easily acquired as a knowledge of the solution of an algebraic equation, or the analysis of a passage in blank verse. The information that some of the boys in this class displayed was really surprising. It was not the result of mere cramming, but of patient and judicious teaching. I should, however, fear that with most teachers boys, having so little previous preparation, would not obtain so clear and rational a knowledge of these subjects, which were carefully taught in their true order and sequence. To Dr. Clarke's well arranged course of lectures, illustrated at every step by experiments, were the results due. The head master, Mr. Moylan, and the assistant, Mr. Prentice, are capable of giving instruction in these subjects, so that there is a reasonable prospect of keeping up the class; but the want of apparatus and appliances will confine the teaching of physical science almost exclusively to Model Schools, so that I do not expect to see the scheme carried out in any of the ordinary National Schools.

GIRLS' SCHOOL.

The following table shows the answering of each class in numerical results:—

Table.

Class.	Number of Pupils in Class.	Total Number of Questions asked.	Total Number of Questions answered.	Proportion to 100.	Subjects.
Fourth, . . .	5	410	158	38·5	Grammar.
Third (1st Division),	11	473	174	36·8	Geography.
Third (2nd Division),	11	330	118	35·7	Lesson Books.
Sequel, . . .	14	812	479	59·0	Spelling Book.
Second (1st Division),	8	424	262	61·0	Arithmetic.
Second (2nd Division)	9	360	198	55·1	

It may be set down that any thing under 40 per cent. of general answering is poor; above 40, fair; and above 50, good. In such case the general answering of the senior classes in this school must be considered bad, and that of the junior, good. Such was the case. There were a few girls in the senior classes, who answered very well, but I speak of the general results *in the five subjects* mentioned in the last table.

Reading.—True and intelligent; quite satisfactory. The advanced girls read poetry with ease and expression.

Grammar.—Answering very poor. With a few exceptions I can record nothing satisfactory of the advanced girls. The junior classes have made a good beginning.

Dictation.—Average progress. About six of the advanced girls could write a difficult passage nearly correctly; the rest, poorly. The sequel class acquitted itself well for its standing.

Geography.—The proficiency in this branch was truly good. The fourth class knew physical and mathematical geography very well, and all the classes knew local geography creditably.

Arithmetic.—Answering of all the classes satisfactory. Practice worked readily by advanced girls.

Writing.—Very well taught. Girls wrote a bold and a fine hand.

Lesson Books.—A good deal of pains seemed to have been bestowed in teaching the subjects in the class books, and with considerable success.

Needlework.—There is no desire to learn any thing beyond fancy work. I saw no plain work in hands. The head mistress assured me that she had frequently spoken to the girls about the necessity of learning plain needlework, but in vain. I have given directions that it should be specially taught daily.

Music.—In theory the girls are acquainted with the different kinds of time, the names and values of the notes, but only one or two could attempt to read a passage at sight. Indeed I consider it hopeless to expect that the pupils of even a Model School will attain to such a degree of proficiency as to enable them to read music. One or two in one hundred may learn to read music, but my experience, and I have devoted a good deal of attention to the subject, convinces me that such a knowledge of this science can only be attained by a very few. The girls here sing very well in parts, and have learned many cheerful and instructive songs. Miss M'Cormac is very capable of teaching them, and she has, I think, done so in the most useful manner.

In the boys' school this subject, owing to the absence of the assistant master in training, was not latterly attended to.

INFANTS' SCHOOL.

The children remain in this school until they can read the Sequel, No. 1, Lesson Book, when they are removed to the boys' or girls' school. The answering of every class was most satisfactory, and the entire management of these young children reflects the greatest credit on Miss Heritage. Although the school is rather distant from parts of the town, the parents send their little ones from the most remote streets, and almost in all seasons. The attendance is, under the circumstances, very large, and abundant evidence in itself of the condition of the school, for the parents belong to a class fully capable of appreciating the advantages of a good school, as this decidedly is.

The staff consists in the boys' school of a head master, an assistant, and eight pupil-teachers. There is rather a difficulty in keeping up the number of pupil-teachers, as nearly all the National Schools in the County Galway are of such a very elementary character that lads with sufficient literary attainments for the office of pupil teacher cannot be found. I had to send the last four that were appointed from Cork and Kerry, in which counties there are many excellent schools.

In the girls' school there is a head mistress and eight paid monitresses; and in the infants', a mistress, an assistant, and two paid monitresses.

In the girls' school so many paid monitresses are not required, and I have already suggested that only six should be retained, and that the assistant teacher in the infants' school should divide her time between it and the girls' school in future.

Having recently submitted to you, for the approbation of the Commissioners, time and dietary tables, and various plans for the more efficient working of the establishment, I feel it is unnecessary to attach copies of such documents to this report.

I have the honour to be, your very obedient servant,

W. H. NEWELL, Head Inspector.

PHYSICAL SCIENCE CLASS.—SYLLABUS of the SUBJECTS on which the PUPILS are prepared for EXAMINATION.

Mechanics.

Properties of Matter—Laws of motion.

Mechanical Powers, or Elements of Machinery—Mode of calculating the power of each.

Principles of this science applied to calculate the power and velocity of machinery, illustrated by models.

Law of Falling Bodies—Principles of calculation illustrated by reasoning, and by experiment with Atwood's machine.

Composition and Resolution of Forces—Centrifugal and centripetal forces, as occasioning all curvilinear paths—Application—The centrifugal force as a regulator of machinery in the governor of the steam engine.

Contrivances for reversing, stopping, and altering the direction of motion.

Centre of Gravity, its properties, line of direction; necessity for a knowledge of its principles to various grades of society.

Pneumatics, Hydrostatics, Hydraulics.

Pressure of the air; its cause, amount, and method of measuring it.

Barometers, upright and circular, usually imperfect—Cause of imperfection—Vernier, its nature and use.

Elasticity of the air—Remarkable proof of—Altitude of mountains measured by barometer—Mode of calculation, with necessity for correction.

Mode of measuring altitudes by the thermometer.

Pumps of various kinds, explained by models and diagrams.

Syphon—Its utility—A remarkable proof of—Essential character of a fluid—Cause of this fact.

Temperature of ebullition regulated by the pressure of the air—Cause of.

Recent practical applications of this science to art.

Law of Hydrostatic Pressure:—Water Engines—mode of calculating their power. Water wheels—overshot, undershot, and breast wheels—where respectively applicable; mode of calculating their power. Bramah's Press explained; reaction wheels; importance of hydraulic power, particularly to Ireland. Pressure on canal banks; mode of calculating amount of; cause of terrific consequences when leakage from reservoirs is neglected; mode of remedy. Law of floating bodies, with its application to the determination of the weight of floating timber, and the tonnage of boats. Hydrometers, their uses and detail of construction; Fahrenheit's and Nicholson's. Various modes of determining the specific gravity of liquids and of solids.

Optics.

Nature of light; course, reflection, refraction; compound nature of light, chemical action of the more refrangible rays, with the application of this fact to the theory of Photography, including the theory and practice of the Daguerreotype and Collodion processes; lenses, their nature and use; defects of (spherical and chromatic aberration). Explanation of that property of light on which the power of the prism to prove its compound nature depends—Simplest camera obscura; same with lens; latter the simplest imitation of the human eye—Structure of the eye—Superiority of its lenses over those of artificial construction—Evidence of benevolent design—Defects of vision—How remedied by lenses—Microscope, simple and compound—How each is calculated—Telescope—Mode of calculation, and reason for the processes employed.

Heat.

Laws of Heat—Thermometers, as used in different countries—Mode of determining the corresponding indications of each.

Evaporation—Its influence on temperature and cause of—Its effects on undrained land, and on the human body, when exposed to air or heat after wet.

Ebullition—The cause of its occurrence in different liquids at different temperatures—The cause of its variation in the same liquid under different circumstances—Practical application of this principle in determination of altitudes, refining of sugar, preparation of medical extracts, &c.

Distillation—Its nature and cause—Defects of the ordinary form of still—Patent stills of Corty, Shear, and Coffey.

The Steam Engine.

Its history, the successive improvements and modifications it has undergone, and the several parties by whom these were effected. Stationary, locomotive, and marine engines. Method of computing the power of each.

Frictional Electricity, Galvanism, Electro-Magnetism, and Terrestrial Magnetism.

History of electricity—Theories of Du Faye and Franklin—Explanation of the several parts of the electric machine—Discovery of the Leyden jar—Atmospheric electricity; protection of buildings and ships from lightning, illustrated by experiment—Electrical induction—The Electrophorus explained.

Galvanism, &c., &c.—Theories of Galvani, Volta, and the British philosophers—Various improvements in Voltaic batteries, from the pile of Volta to the batteries of Groves and Callan. The electrotype; its importance—Electro-Magnetism—Professor Oersted's experiment—Induction of magnetism in soft iron illustrated—Application of electro-magnetism to the electric telegraph and electric clock—Thermo-Electricity—Probable cause of terrestrial magnetism—Laws of ordinary magnetic phenomena—Recent experiments on the danger of iron vessels, owing to their action on the compass needle; mode of remedying same; probable cause of the loss of the Tayleur and other vessels.

Chemistry, Mineralogy, and Metallurgy.

Including its application to mineralogy and metallurgy, dyeing, bleaching, soap-making, glass-making, plating, gilding, silvering, tinning, distillation, pottery, tanning, manufacture of chemical salts and acids, testing of waters, marls, manures, &c., qualitative, and principles of quantitative analysis, general laws of the science, &c., which may be stated under the following heads:—

The nature, number, and properties of each of the simple substances of which all known compounds are formed.

The general laws of chemical union, as characterized by the resulting compounds.

Laws of Combination, and their application to analysis.

Common Air—Its importance to animal and vegetable life—Detection of impurities in—Chemical constitution of—Process of analysis of—Principles necessary to be attended to, in order to effect perfect ventilation.

Testing of water for the discovery of substances dangerous to health or injurious to manufacturing purposes, as lead, copper, iron, sulphur—Preparation of Sulphur from iron pyrites—Manufacture of carbonate of soda from common salt—Manufacture of magnesia from dolomite—Principles and practice of bleaching explained and exhibited—Qualitative and quantitative analysis of limestone and marls—Qualitative analysis of ores and salts generally—Gilding by amalgamation, its evil effects—Gilding by electricity—Silvering of barometer and thermometer dials, &c.—Plating, best description—Silvering by the electrotype action—Pottery—Chlorine, as a disinfectant; its action on foul sewers and in febrile miasmata (animal emanations thrown off during fever and other contagious diseases)—Principles and practice of tanning.

A knowledge of the external characters of all the more useful ores of each important metal, and of the relative value of each; which knowledge, if generally possessed in Ireland, would prove of great national importance. Processes for the reduction of the various metals from the state of ore, particularly of iron, lead, copper, zinc, silver. The cause of the cessation of iron manufacture in Ireland, and the question as to the probability of its partial restoration. Tests for the various metals, and the cause of action explained in each case.

Agricultural Chemistry.

Nature of Soils—How formed—Substances used as food by plants—Whence derived—Use of a rotation of crops—Manures specially suited to particular soils and plants—Guano—Nature of—Cautions concerning its use—Influence of climate on agriculture, as to temperature, drainage, &c. Combustion of the surface soil—Where allowable—Cautions as to preservation of the ashes—Nature of their contents—Difference between the constituents of the rocks which form each soil, as between a granite soil and one formed from syenite. Lime—various uses of—where applicable.

Drainage—Effects of—How proportion of lime in a soil may be found—How the relative amount of organic matter may be determined—How the quantity of water the soil contains may be ascertained.

Geology.

Two great natural divisions of the earth's crust—Order of the stratified rocks—Disposition in Ireland—Minerals contained in each—Influence of geological science on agriculture, as to the nature of the soil derived from its position in the geological series, and from the known constituents of each rock—Great importance of a *practical knowledge* of each rock, and of its possible mineral contents—Great pecuniary losses resulting from ignorance of this science to proprietors and others who search for minerals, as coal, &c., where such could not exist.

Physiology and Comparative Anatomy.

This examination will commence with the great division of the organized kingdoms, and enter into detail of the osseous, muscular, vascular, nervous, respiratory, and digestive systems of mammalia, particularly of man; and also in an elementary manner into the vascular, respiratory, and nervous systems of other animals: thus involving an amount of comparative anatomy most serviceable in illustrating the habits, forms, &c., of animals both recent and extinct. It is also expected that the importance of an elementary knowledge of anatomy and physiology, in connexion with exercise, diet, clothing, light, and ventilation, will appear manifest from the nature of the examination, and that the many instances of beneficent design pointed out by the pupils as existing in animal structures will prove highly interesting.

The answers will be illustrated by experiments, models, diagrams, and actual calculations, according to the nature of the several subjects.

No. 3.—Report on the Limerick District Model School, for the year 1855, by W. H. Newell, Esq., ll.d., Head Inspector of National Schools. *Limerick.*

Gentlemen,—Although I have already reported that the Limerick District Model School opened on the 3rd of September last, and although no public examination of the pupils has yet been held, still I am anxious to lay before you, for the information of the Commissioners of National Education, a brief statement of some particulars connected with the establishment, which are, I hope, calculated to satisfy them that this institution has opened under more favourable auspices, and with a more reasonable prospect of permanent success, than perhaps any Model School in Ireland. It cannot fail to be considered a gratifying fact that in one of the most important cities in the kingdom the value of the education to be received at a National Model School is duly appreciated by the public of all classes and of all creeds.

There were present at the inauguration of the schools the Earl of Dunraven, Lord Monteagle, the Bishop of Limerick, the Rt. Rev. Dr. Ryan, R. C. Bishop of Limerick; Henry O'Shea, Esq., Mayor; Stephen De Vere, Esq., M.P.; and Archdeacon Keatinge. Several Members of the Board were in attendance, namely, the Marquess of Kildare, the Rt. Hon. A. M'Donnell, and R. Andrews, Esq., Q.C., LL.D.

Besides these distinguished and influential personages, there were present many of the leading gentry of Limerick and its vicinity, and several clergymen of the Established, Roman Catholic, and Presbyterian Churches.

The house, which is one of the best planned and built under the Board, is situated on the west side of the city, a most beautiful position, but one that is not, as regards the great bulk of the school-going population, central; in every other respect the site is most eligible, while even in this particular, the infant school alone is likely to suffer, and it only in severe weather. The school-rooms are very commodious and furnished according to the most improved plans. There are two lecture rooms attached to the boys' and two to the girls' school-room, the whole affording accommodation for 200 boys and 150 girls. The infants' school-room is amply large for 100 children; so that with judicious arrangements there is school accommodation for 450 children. It is not likely that the attendance will ever reach so high *an average*, but after the schools shall have become fully established, a daily average attendance of 300 pupils may be expected.

There are wash, cloak, and bonnet rooms, and play-grounds attached to each school, and in the last ones covered sheds to protect the children in wet weather.

None of the teachers reside at the Model School, which is in charge of a caretaker, who, with his wife, are the only persons living on the premises. The head master and pupil-teachers live, for the present, in a house in the city, rented for the purpose, until the farm house at Mongret shall have been completed.

As the schools have not been quite four months in operation, no public examination has as yet been held, so that I have nothing to record about the pupils' proficiency. The majority of the boys and girls were found by the teachers to be very deficient in the most ordinary branches of English, but particularly in grammar, in the principles of arithmetic, in composition, and in writing from dictation; the neglected state of their education afforded conclusive evidence that a first-class English school was badly required in Limerick. I do hope that the public examinations of 1856 will prove that the citizens have now such a school within their reach.

I beg to attach a notice of the conditions upon which the public were invited to support the schools. The Commissioners have not as yet completed their arrangements for opening the maritime school, and the time has not arrived for the attendance of Dr. Clarke; with a view to securing for the pupils as much benefit as possible from that gentleman's instructive lectures on the physical sciences, I ordered the head master to prepare his advanced boys in the lessons connected with natural philosophy, as given in the Fifth Book, published by the Board. There will be a larger class of boys ready for the proposed course of lectures at this school than will be found in any other District Model School in Ireland.

Linear drawing and vocal music were introduced in the boys' and girls' schools from the first, and in both subjects the pupils have made satisfactory progress.

The annexed table shows the attendance in each department for the four months during which the school has been in operation.

TABLE I.

1855. Months.	Average Number on Rolls.			Average Daily Attendance.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
September, .	86·5	63·5	60·	81·34	58·82	58·65
October, . .	119·4	92·8	82·6	96·85	74·7	57·03
November, .	135·6	104·08	79·83	99 64	79·92	48·64
December, .	140·66	103·8	64·6	97·38	73·61	24·94
Total, .	282·73			212·88		

1855. Months.	Amount of School Fees.						Amount of Requisites sold.								
	Boys.			Girls.			Infants.			Boys.			Girls.			Infants.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
September, .	17	11	4	13	3	8	6	1	0	5	13	11	2	8	9	0	5	5
October, . .	5	18	2	3	11	0	2	7	8	2	10	11	1	0	10½	0	1	4
November, .	4	11	6	2	19	8	1	2	9	0	13	1¾	0	4	4	0	1	5
December, .	9	5	0	7	2	6	2	1	6	3	12	7¾	0	9	6	0	0	6
Total, .	£75 15 9									£17 0 8¾								

In the girls' and infants' schools the attendance has been, to some extent, interfered with by the season of the year; but a considerable increase may be expected early in spring. The attendance at the boys' school must, under all the circumstances, be deemed very satisfactory.

Table II. shows the number of children according to their respective religious denominations, and affords a proof that *United Education* has had a most decided triumph in Limerick.

TABLE II.

1855. 31st December.	Roman Catholics.	Established Church.	Presbyterian.	Total.
Boys, . . .	82	44	6	132
Girls, . . .	76	12	5	93
Infants, . . .	37	13	6	56
Total, . .	195	69	17	281

The children in attendance are taken from all classes in the community. The child of the private gentleman, of the shopkeeper, the artizan, and the labourer, may be seen in the same school-room, drinking in knowledge from the same fountains. As the strictest attention is paid to the morals and the habits of the boys, the rich need not fear any evil result from their children sitting on the same bench with those below them in station, while the latter must, from contact,

lose some of those prejudices which exist to such an extent between the two classes in Ireland, and must become impressed with a feeling of gratitude towards a Government that *provides for them* an education which is sought after by the wealthy.

Table III. shows the rates of payment, and the number of pupils at each rate.

TABLE III.

1855. 31st December.	At 5*s.* per Quarter.	At 2*s.* 6*d.* per Quarter	At 1*d.* per Week.	Total.
Boys, . . .	70	51	11	132
Girls, . . .	53	30	10	93
Infants, . . .	12	19	25	56
Total, . .	135	100	46	281

On the 31st January there were 22 *bonâ fide* applicants for admission. Of these—

12 were Roman Catholics.
8 ,, Established Church.
2 ,, Presbyterians.

Total, . 22

The staff of teachers consist of—

IN THE BOYS' SCHOOL.

A Head Master, . . . A Roman Catholic.
An Assistant Master, . . Established Church.
4 Pupil-Teachers, . . . Roman Catholics.
1 Pupil-Teacher, . . . Presbyterian.

IN THE GIRLS' SCHOOL.

A Head Mistress, . . . Roman Catholic.
An Assistant, ... Established Church.
3 Paid Monitresses, . . . Roman Catholics.
1 Paid Monitress, . . . Presbyterian.

INFANTS' SCHOOL.

A Mistress, ... Presbyterian.
1 Pupil-Teacher, ... Roman Catholic.
1 Paid Monitress, . . . Roman Catholic.

The whole staff appears most anxious to discharge their duties zealously, and, so far as I can ascertain, the teachers have secured the confidence of the parents whose children are in attendance. It was very gratifying to me to observe that the parents inquired frequently into the working of the schools, and watched with more than ordinary care the progress of the classes. There is no surer incentive to the well-disposed teacher than the watchful eye of a parent, and there is no one whose approval should be more highly valued.

I do trust that the public will continue to visit these schools as hitherto, and that they will not fail, should they observe any ground for complaint, to represent it at the proper quarters. At the same time I do not apprehend any relaxation in the teachers' efforts, but rather look forward to a further development of their energies to enable them to cope with the labour of instructing their advancing classes, and to meet the increasing educational requirements of a great and a prosperous mercantile community.

I have the honour to be, Gentlemen, your very obedient servant,

W. H. NEWELL.

January, 1856.

Limerick District Model National Schools.

These schools will open towards the end of August next. There will be in all four distinct schools; a school for boys, for girls, for infants, and a maritime school. A large and able staff of teachers has been selected.

In the boys' school all the ordinary branches of English will be taught, including geometry, algebra, book-keeping, and the various subjects so ably treated in the books published and sanctioned by the Board. A series of lectures on natural philosophy and the applied sciences will, from time to time, be delivered by the lecturer appointed for this purpose. The school will be connected with the agricultural establishment at Mongret; and, after the lapse of a short time, instruction will be given in agriculture and horticulture.

In the girls' school, the usual branches of English which constitute a good and sound education for females will be carefully taught, and instruction will be given in all the departments of needlework, and in domestic economy and practical housekeeping.

Linear drawing and music will form part of the instruction given in both these schools.

The infants' school, will consist of children of both sexes under seven years of age, who will be taught to spell, read, and the elementary parts of writing, preparatory to their admission to the boys' and girls' schools.

In other branches the instruction will be imparted chiefly from object lessons—all attempts to produce a premature development of the children's powers will be carefully avoided. Much information will be conveyed through the medium of song. The children will be taught to assume gradually habits of order, and to acquire a taste for neatness.

The maritime school has been specially established for the benefit of the city of Limerick, as one of the leading ports of Ireland. It is intended for the sons of sailors, and for sea-going lads, who will receive instruction in navigation, and in the use and handling of nautical instruments—steps may be taken for teaching practical seamanship, should the school meet with active support from the citizens.

There will be an evening class for adult sailors.

All these schools, although constituting one great establishment, are in every respect separate and distinct. The schoolrooms, lecture-rooms, and play-grounds are divided and apart.

They will be open to the children of all religious denominations without any distinction, for the purposes of *secular* instruction, while provision will be made to secure to the children of each persuasion, under a teacher of their own faith, such *special religious* teaching as the parents and guardians may approve of.

The establishment will open for the inspection of the public on and after the 10th August, when all particulars as to the rates of payment and terms of admission can be had from the head master, who will attend daily from 10 till 4 o'clock.

Appendix G.
IV. Reports on District Model Schools.
Dunmanway.

No. 4.—Annual Report on the Dunmanway District Model National School, for the year 1855, by W. H. Newell, Esq., Head Inspector of National Schools.

Gentlemen,—I have the honour to submit for the consideration of the Commissioners my Annual Report on the above-named school for the year 1855. During the twelve months just ended I visited this establishment six times, and devoted to its inspection and examination in all fourteen days. No week, however, elapsed without my having received two or more communications relative to the schools.

The house and premises are now, for the most part, in a very satisfactory condition, nearly all the required repairs having been completed; but as no additional accommodation has been provided, the pupils of the boys' school have still to make use of the dining-hall as a class-room; while the only lecture-room that there is has to be used in turn by the boys and girls for collective teaching.

The school-rooms having been recently cleaned up and painted, and supplied with a complete set of prints, similar to those now in use in all the Board's Model Schools, present a very pleasing and attractive appearance. The several apartments are neatly kept, and the discipline of the house is exceedingly creditable to the head teachers, who, being husband and wife, live on the premises.

The attendance of the pupils continues as large as in former years, although the number of boys attending daily in proportion to the number on the rolls, was not quite so high as in the year 1854. During the severe weather that prevailed in the early part of 1855, the average attendance of the boys fell down to 66. The head master could have kept the average attendance higher, by admitting more names on the rolls, but there would not have been accommodation for the pupils so admitted in April, when the average reached 110.

In the girls' school the average attendance was somewhat smaller than in 1854, and for a similar reason.

The following Table shows the attendance for each month of the year 1855:—

Months.	Average Number on Rolls.		Average Daily Attendance.		Amount of School Fees.						Amount of Requisites Sold.					
	Boys.	Girls.	Boys.	Girls.	Boys.			Girls.			Boys.			Girls.		
					£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
January, .	139·7	113·8	96·0	71·3	8	2	9	4	18	1	1	14	10¼	0	9	1¼
February, .	135·8	112·8	66·3	54·4	3	1	3	2	14	5	0	10	2	0	3	3½
March, . .	136·1	113·6	98·1	86·0	3	4	9	2	16	4	0	12	0	0	6	9
April, . .	140·8	119·2	110·5	99·8	6	10	2	4	8	7	0	12	3½	0	7	5¾
May, . .	139·9	120·2	111·0	99·5	3	4	6	2	16	4	0	11	3½	0	11	1¾
June, . .	141·1	118·8	105·0	93·0	3	15	0	2	11	0	1	7	6½	0	9	2
July, . .	138·6	117·7	98·0	90·3	4	5	4	3	3	0	0	8	7	0	7	1¾
August, .	137·7	117·6	98·0	81·4	6	1	1	3	13	3	0	15	4½	0	8	5½
September, .	140·5	117·8	94·4	90·9	3	6	1	2	3	9	0	4	9	0	6	11¼
October, .	137·6	118·3	108·0	97·4	6	8	5	4	6	3	0	17	10¾	0	17	3
November, .	137·4	115·8	104·0	88·0	3	12	9	2	6	11	0	12	5½	0	8	11¼
December, .	141·0	118·0	102·0	76·6	2	13	5	1	16	10	0	7	9	0	4	9½
Totals, .	255·8		185·0		92	0	3				13	14	7			

The children belong to all classes in society, but chiefly to the shop-keeping and farming classes, and both religious denominations, Pro-

testant and Roman Catholic, are fairly represented. There were on the rolls on the 31st December, 1855, 228 Roman Catholics and 27 Protestants, and among the outstanding applicants are 8 Protestants and 82 Roman Catholics. The strictest attention is paid to the religious instruction of all the children, who are separated daily for this purpose, and entrusted to teachers of their respective persuasions. The Roman Catholic children have the advantage of being catechized by their clergymen, as the Very Rev. John Hurley and his curates constantly visit the establishment during the time of religious instruction. I regret to say, that the clergymen of the Established Church never visit it. The Protestant parents, however, have implicit faith and confidence in the integrity and good faith of the teachers, of whom the two assistants are Protestants.

The following table shows the number on the rolls at each rate on the 31st December, 1855:—

	At 5*s.* per Quarter.	At 2*s.* 6*d.* per Quarter	At 1*d.* per Week.	Total.
Boys, . . .	11	53	74	138
Girls, . . .	–	39	78	117
Total, . .	11	92	152	255

On the whole, the condition of this Model School as regards attendance and other circumstances must be admitted to be satisfactory. I find on reference to the Commissioners' Report for the year 1854, that the attendance was larger for that year than at any other District Model School in Ireland, the expenditure less, and the receipts from all sources larger. Under the last head I include the sums received for farm produce, as the sums expended refer to both the literary and agricultural departments. The infants at other Model School are excluded from the first item of this calculation, as there is no infants' school at Dunmanway.

On the 11th October I held a public examination of the pupils, having spent four days previously along with Sub-Inspector Molloy, to whose active co-operation I beg to bear testimony, in determining the merits of each child. A large and respectable audience attended to witness the proceedings, and all seemed satisfied with the result. The girls, as usual, sang several appropriate songs; but there was no exhibition of drawings, as in 1853, the Commissioners not having appointed a drawing master to succeed Mr. Patterson. The singing was kept up by the female teachers in the girls' school, but in the boys' school the practice of singing was discontinued, as neither of the teachers could give instruction in music. However, this year singing is taught to the boys, a new assistant master having been appointed.

In the BOYS' SCHOOL the result of my private examination was not quite so satisfactory as in 1854, but some of the classes had been a comparatively short time formed, and were in consequence not well prepared. These remarks refer entirely to the senior division of the school, as the answering of the junior classes was good.

There were in all 127 boys examined, of whom 19 were only in the First Book of Lessons, and will not be referred to in the annexed table, which shows the results *numerically* of the answering of 108 boys in the branches specified.

TABLE.

Class.	Number present.	Total number of Questions asked.	Total number answered.	Number asked of each.	Average number answered by each.	Highest number answered.	Least number answered.	Number answered to 100.	Subjects of Instruction referred to.
Fourth, . .	16	992	295	62	18·5	35·5	10·5	30·0	Etymology, Grammar, Geography, and Arithmetic.
Third, . .	25	600	152	24	6·8	11·5	1·0	25·4	Spelling Book, Grammar, Geography, and Arithmetic.
Sequel, . .	25	1,750	567	70	22·6	41·0	11·0	32·5	Same.
Second (Senior),	19	950	544	50	28·6	32·0	25·0	57·3	Grammar, Geography, Arithmetic, and Lesson Books.
Second (Junior),	23	575	242	25	10·5	18·0	5·0	45·1	Same.

The following remarks apply to the answering of the senior classes in each subject, not included in the above table.

Reading.—The pupils with few exceptions read roughly, but seemed to understand what they read. The reading was true but not expressive. The pupils' manner of speaking is rough and their pronunciation bad, which render the teaching of this branch a very troublesome one. There is no subject in which the boys make so little progress.

Parsing.—The fourth class parsed syntactically very well, but the answering of the third class was decidedly bad.

Writing.—Generally fair, careful, and of a good size. There were no copies decidedly excellent, but all were above the average, even in first class schools.

Dictation.—To the fourth class I gave a rather difficult passage, but the results were very poor. The average number of misspelled words was nine, and only one boy had as few as two. The third class boys acquitted themselves badly in this subject, which is the severest test in all National Schools of the pupils' attainments.

Lesson Books.—The subject of the lessons, and the meanings of words, had evidently been carefully explained. In this department there was a good deal of intelligence displayed.

Algebra and Geometry.—The boys of the fourth class could solve simple equations fairly, and knew the first two books of Euclid pretty well.

Agriculture.—This is an extra branch, and is only taught to such pupils as express a wish to learn it. These pupils are taken from all the classes, and vary in number from twenty to forty. They receive instruction for half an hour on every second day. A few are members of the industrial class, and have to work on the farm daily. Only the latter seemed to me to have acquired a really sound and practically useful knowledge of the subject. The agriculturist examined the pupils, both at the private and at the public examinations, and decided to whom premiums should be awarded.

In the boys' school the sum of £6 2*s.* 6*d.* was awarded in premiums.

THE GIRLS' SCHOOL fully maintained its high character at this year's examination. The following table shows the result *numerically*, under certain heads :—

TABLE.

Class.	Number present.	Total number of questions asked.	Total number answered.	Number asked of each.	Average number answered.	Highest number answered.	Least number answered.	Number answered to 100.	Subjects of Instruction referred to.
Fourth, . .	14	840	386	60	26·9	43·0	19·5	45·7	Etymology, Grammar, Geography, and Arithmetic.
Third, . .	13	546	190	42	14·6	25·5	8·5	34·8	Spelling Book, Grammar, Geography, and Arithmetic.
Sequel, . .	20	1,200	493	60	24·6	47·0	12·0	41·0	Same.
Second (Senior),	27	1,350	720	50	26·6	41·0	14·0	53·4	Grammar, Geography, and Arithmetic.
Second (Junior),	27	675	327	25	12·3	20·0	6 0	48·5	Same.

In the classes included in this table, there were 101 girls present, but there were eight others in the First Lesson Book; making in all 109 girls.

It must be remembered, when contrasting the results in the foregoing table, with those to be found in similar tables furnished by me, that the classes in this school are very large, and that as there are sure to be some badly prepared pupils, where there are many, the average results must be reduced. In such cases, although the numbers tell, so far as they go, the average condition of the *class*, they may seriously mislead one as to the real condition of the *school*. Many of the advanced girls were very well prepared, generally; of these, three were fully as well qualified as some of the best *second class* teachers; while at least nine others were, so far as literary attainments, qualified as probationers. Of the *fourth class*, the reading was ready, fluent, and in some cases, expressive. Several read poetry pleasingly. In dictation, the exercise (a decidedly difficult one) was good in four cases, and fair in seven. The parsing and general answering in grammar were excellent; the knowledge of prefixes and affixes, and English etymologies, creditable; and the answering in local and mathematical geography very superior. Writing is well taught.

Of the *third class* it may be briefly stated, that the general answering was fair; and that of the *junior* classes good. The sum of £8 17*s.* 6*d.* was awarded in this school, in premiums; making in all £15. *Needlework* is taught daily in all its branches; but plain work is more particularly attended to than any other. This instruction, and the use of the Finchley Manual, as a class book, constitute the industrial training of the girls. The assistant teacher, Mrs. M'Givern, is very diligent in the discharge of her special duty as workmistress.

Altogether, there are few girls' schools in Ireland, if any, which have conferred more lasting advantages on the children who have attended them, than this school. Since its opening in 1849, 471 girls, independent of the 122 now on the rolls, have received instruction within its walls; and there are abundant evidences that the intellectual and moral condition of the rising generation, has been greatly elevated, while the material comfort of not a few have been increased, through means of employment as teachers and dressmakers, and in other ways. The social position of several young women is, to my own knowledge, very different now from what it must have been, had not this school, or some similar one, been established.

Appendix G.

IV. Reports on District Model Schools.

Dunmanway.

The population of Dunmanway was in 1851 only 2,222 souls; since then I doubt if any increase has taken place. In this small town there is a Model School for boys and girls; also an ordinary National School, attended by both sexes; a Church Education School; and four private schools. The number in attendance at these schools, while I write, is as follows:—

District Model School, . . .	266	
Ordinary National School, . .	185	
Church Education School, . .	94	
		545
Private Schools, ...		122
Total, . . .		667

Admitting that one-third of these children belong to the rural population, there will remain 445, in round numbers, belonging to the town; which number would give, as nearly as possible, one in five of the population in actual attendance at school. Now it is acknowledged by the most eminent educationists, that a country having one in six of its people attending school must be considered *so far* in a satisfactory state; but it is a fact that in Dunmanway, where one in five people attend school, fully one-third of the children of a school-going age attend no school whatever.

The number of pupils who have passed through the boys' school since 1849 is 549, making a total of 1,020, which added to the numbers now on the rolls, would give 1,286 as the total number of children that have entered this school.

No exertions are spared on the part of Mr. and Mrs. Murphy to stimulate the children to habits of application and industry; the pupil teachers and paid monitresses, too, have discharged their duties faithfully, and proved useful auxiliaries to the responsible teachers. The general support that has been extended to the institution by the parents of all creeds and classes is a substantial proof that the labours and services of the whole staff have been duly appreciated.

I have the honour to be, your obedient servant,

Cork, 1856. W. H. Newell.

Ballymena.

No. 5.—Report upon the Ballymena District Model School for the Year 1855, by Patrick Joseph Keenan, Esq., Head Inspector of National Schools.

Belfast, 1856.

Gentlemen—I have the honour of submitting, for the information of the Commissioners, the following Report upon the Ballymena District Model School for the year 1855.

It affords me very great pleasure to be able to inform the Board that this school continues to maintain its high character and position, both as a first-class elementary school, and an institution for the training of pupil-teachers and monitresses.

During the year 1855, as will be seen from the statistical tables which follow, the attendance at each of the three departments was better than in any former year; and this increase has been quite remarkable in the case of the girls' school.

It was deemed advisable, on account of the high average attendance in the boys' school, to appoint an assistant master, and the person selected for the office is, I am happy to say, giving every satisfaction.

Drawing.—Upon the appointment of the assistant master, a new subject was added to the course of studies in the boys' and girls' schools; and, so far, the proficiency of the pupils in this important branch is very satisfactory.

In the course of the year I recommended that Dr. Clarke should be sent by the Commissioners to the Ballymena Model School to deliver a course of lectures in the physical sciences to the pupil teachers, senior pupils, and teachers. I looked upon the subjects embraced in Dr. Clarke's series of lectures as being very much in accordance with the wants and tastes of the people of the town, and I knew that such instruction would increase the efficiency, usefulness, and popularity of the schools. The Commissioners have approved of my suggestion, and in the course of the present year Dr. Clarke will commence his labours in the North. In the meantime the head master is preparing the senior pupils and the pupil-teachers, by a course of lessons in the elementary matters contained in the Fifth Book, so that the fullest advantage may be reaped from Dr. Clarke's instructions.

The following Table (I.) shows the average number on rolls, the daily attendance, and the centesimal proportion of the latter to the former for the years ending December, 1852, 1853, 1854, and 1855 :—

TABLE I.

—		Boys.	Girls.	Infants.
Average Number on Rolls for Twelve Months ending December, .	1852,	68·	50·4	51·9
	1853,	68·7	48·6	59·6
	1854,	79.8	52·7	51·3
	1855,	82·	63·9	60·0
Average Number in Daily Attendance for Twelve Months ending December, ...	1852,	52·5	38·8	39·6
	1853,	52·9	35·6	40·6
	1854,	56·3	32·1	36·3
	1855,	63·	50·6	43·4
Centesimal Proportion of Average Attendance to Number on Rolls,	1852,	77·2	76·9	63·6
	1853,	76·9	74·0	51·3
	1854,	70·7	60·9	59·3
	1855,	76·8	79·1	60·5

By referring to my report upon the Coleraine School it will be perceived that the centesimal proportion of the average attendance to the number on rolls, which is *the expression of the regularity of the attendance of the pupils*, was—for the boys, 61·8; the girls, 72·5; the infants, 54·8: whilst in Ballymena it is—for the boys, 76·8; the girls, 79·1; the infants, 60·5.

The regularity of the attendance at Ballymena is therefore very much better than at Coleraine.

The next Table (II.) shows the number on the rolls at the different rates of payment, in the last week of the years 1852, '53, '54, and 1855 :—

[TABLE II.

TABLE II.

—		Boys.	Girls.	Infants.	Total.
Number paying at the Rate of 5*s.* per Quarter last week of December,	1852,	10	3	1	14
	1853,	10	6	–	16
	1854,	3	1	–	4
	1855,	5	2	–	7
Number paying at the Rate of 2*s.* 6*d.* per Quarter last week of December,	1852,	25	21	15	61
	1853,	25	23	12	60
	1854,	12	21	12	45
	1855,	33	47	13	93
Number paying at the Rate of 1*s.* 1*d.* per Quarter last week of December,	1852,	30	16	26	72
	1853,	39	18	24	81
	1854,	66	22	34	122
	1855,	55	38	36	129

When I took charge of this school last year I found that little more than a fourth of the children were paying beyond 1*d.* a week; and on inquring into the circumstances of the parents, I learned that many of them were in a position to pay the higher rates; and I accordingly issued instructions to the teachers to levy the proper fee, as authorized by the Board, upon all newly admitted children. A reference to Table II. will show a great improvement in this respect. At the end of 1854 there were only four paying the 5*s.* rate; at the end of 1855 there were seven; at the end of 1854 there were only forty-three paying at the rate of 2*s.* 6*d.*; and at the end of 1855 there were as many as ninety-three.

The following Table (III.) shows the amount of school fees received, and the amount of school requisites sold in the years 1852, '53, '54, and 1855:—

TABLE III.

—		Boys.			Girls.			Infants.			Total.		
		£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Amount of School Fees received in	1852,	28	0	2	21	19	1	15	14	8	65	13	11
	1853,	27	4	2	17	2	11	17	9	10	61	16	11
	1854,	24	10	11	17	17	0	13	1	0	55	8	11
	1855,	25	18	10	25	2	0½	14	7	0	65	7	10½
Amount of Requisites sold in	1852,	9	5	10	4	5	9½	2	10	0½	16	1	8
	1853,	9	17	3	5	6	5½	2	8	5½	17	12	2
	1854,	8	13	2½	4	18	2	0	17	11½	14	9	4
	1855,	10	13	8	6	16	5½	1	0	6½	18	10	8

The next Table (IV.) shows the number on rolls in each class in the first week of 1855; the number admitted into each class during the year; the number struck off; and the number promoted from each class during the year; also the number on rolls at the end of 1855:—

TABLE IV.

		First Class.	Second Class.	Sequel Class.	Third Class.	Fourth Class.	Fifth Class.	Total.
Number on Rolls first week in 1855,	Males,	7	20	21	18	6	5	77
	Females,	–	15	17	9	4	–	45
	Infants,	33	6	9	–	–	–	48
Admitted during the year 1855,	Males,	12	34	18	19	7	2	*92
	Females,	8	40	30	13	8	–	99
	Infants,	76	5	1	–	–	–	82
Struck off during the year 1855,	Males,	12	25	17	19	3	4	80
	Females,	3	18	14	12	8	–	55
	Infants,	63	6	9	–	–	–	78
Removed during the year 1855,	Males,	6	17	25	16	13	–	77
	Females,	–	14	12	6	–	–	32
	Infants,	16	9	–	–	–	–	25
Number on Rolls last week of 1855,	Males,	2	21	14	29	13	14	93
	Females,	4	22	35	16	10	–	87
	Infants,	26	13	10	–	–	–	49

It is very gratifying to observe the numbers of promotions from class to class, which the preceding table shows, and it is worth comparing these numbers with those given in a corresponding table in my report upon the Coleraine Model Schools.

The following Table (V.) shows the rapid rate at which the pupils progress from class to class, and from subject to subject, in each of the three departments of the school :—

TABLE V.—Time spent in each Class.

	Boys. Mo.	Girls. Mo.	Infants Mo.	Average.
Average No. of Months spent before promotion :—				
From First to Second Book, . .	4·2	7·0	10·5	7·2
„ Second to Sequel, . . .	5·8	8·5	8·6	7·6
„ Sequel to Third Book, . .	7·9	9·8	–	8·8
„ Third to Fourth Book, . .	10·0	8·3	–	9·1
„ Fourth to Fifth Book, . .	7·3	–	–	7·3
Average, . . .	7·0	8·4	9·5	8·3
„ Simple to Compound Rules, .	6·4	12·6	–	9·5
„ Reduction to Proportion, .	4·7	10·3	–	7·5
Average, . . .	5·5	11·4	–	8·5

* These admissions include promotions and new admissions.

APPENDIX G.

IV. Reports on District Model Schools.

Ballymena.

In the Coleraine school, the girls advance more rapidly than the boys; in this school the rate of progress is in favour of the boys.

The next Table (VI.) shows the average age of the children on rolls last week of December, 1855 :—

TABLE VI.

	Average Age.
Boys,	11·1
Girls,	11·5
Infants,	5·5

It is curious to observe how much older the boys are in Ballymena Model School than in Coleraine; in the latter school the average age is only 9·7 years, whereas in the former it is 11·1 years. The average age of the girls at Coleraine is a little higher than at Ballymena; whilst in the latter school the infants are ·7 of a year older than in the former.

The next Table (VII.) shows the number of children at the different ages on rolls, last week of December, 1855 :—

TABLE VII.—Age of Children on Rolls last week of December, 1855.

	Boys.	Girls.	Infants		Boys.	Girls.	Infants
Under 4 Years,	–	–	4	11 Years,	20	10	–
4 Years,	–	–	9	12 „	14	16	–
5 „	–	–	14	13 „	13	7	–
6 „	–	–	12	14 „	9	7	–
7 „	–	6	8	15 „	7	4	–
8 „	5	7	1	16 „	1	1	–
9 „	8	13	1	Above 16 Years,	2	2	–
10 „	14	13	–				

In the Coleraine school there were twice as many girls as boys over twelve years of age; in this school there were half as many more boys than girls.

The following Table (VIII.) shows the religious denominations of the children on rolls, last week of December, 1855 :—

TABLE VIII.—Religious Denominations of Children on Rolls last week of December, 1855.

	Boys.	Girls.	Infants.	Total.
Established Church,	13	14	13	40
Roman Catholics,	12	13	9	34
Presbyterians,	61	53	25	139
Other Dissenters,	7	6	2	15
Total,	93	86	49	228

To afford means of comparison between the state of the schools in 1855, in respect to the attendance of children of the different denominations, and in former years, I give the following Table (IX.), which shows the number in the respective communions at the end of the years 1852, 1853, 1854, and 1855 :—

TABLE IX.

		Established Church.	Roman Catholics.	Presbyterians.	Other Denominations.	Total.
1852,	Boys, . .	13	11	34	7	65
	Girls, . .	3	11	25	1	40
	Infants, . .	13	12	17	–	42
	Total, . .	29	34	76	8	147
1853,	Boys, . .	8	9	50	7	74
	Girls, . .	7	7	32	1	47
	Infants, . .	12	4	20	–	36
	Total, . .	27	20	102	8	157
1854,	Boys, . .	18	20	39	4	81
	Girls, . .	6	6	28	4	44
	Infants, . .	8	16	21	1	46
	Total, . .	32	42	88	9	171
1855,	Boys, . .	13	12	61	7	93
	Girls, . .	14	13	53	6	86
	Infants, . .	13	9	25	2	49
	Total, . .	40	34	139	15	228

TABLE X.—Occupations of Parents and Rates of Payment.

Occupation of Parent.	Number of Children.	Paying per Quarter. 5s.	2s. 6d.	1s. 1d.	Occupation of Parent.	Number of Children.	Paying per Quarter. 5s.	2s. 6d.	1s. 1d.
Bailiff, . .	2	–	1	1	Mason, . .	2	–	1	1
Baker, . .	3	–	–	3	Millwright, .	2	1	–	1
Blacksmith, .	2	–	1	1	Nailer, . .	1	–	–	1
Bleacher, . .	10	1	8	1	Private, . .	6	–	5	1
Butcher, . .	2	–	–	2	Process-server,	2	–	–	2
Cabinet-maker,	2	–	1	1	Publican, .	21	–	12	9
Car-driver, .	12	–	1	11	Road-maker, .	1	–	–	1
Captain, . .	1	–	1	–	Saddler, . .	4	–	1	3
Carpenter, .	5	–	4	1	Sawyer, . .	4	–	–	4
Clerk, . .	4	–	1	3	Servant, . .	6	1	2	3
Coach-maker, .	7	–	2	5	Sewer, . .	3	–	–	3
Cooper, . .	2	–	1	1	Shopkeeper, .	9	–	6	3
Dealer, . .	6	–	3	3	Shoemaker, .	16	–	–	16
Draper, . .	3	–	3	–	Smith, . .	2	–	1	1
Engine-driver, .	1	–	1	–	Surveyor, .	1	–	1	–
Engine-maker, .	1	–	–	1	Tailor, . .	2	–	2	–
Farmer, . .	17	2	10	5	Teacher, . .	3	1	–	2
Gardener, .	4	–	2	2	Town-constable,	2	–	–	2
Glazier, . .	2	–	2	–	Watchmaker, .	1	–	–	1
Grocer, . .	14	1	13	–	Watchman, .	1	–	–	1
Head Constable,	1	–	1	–	Weaver, . .	1	–	–	1
Housekeeper, .	1	–	–	1	Weighmaster, .	2	–	2	–
Labourer, .	26	–	–	26	Yarn-winder, .	1	–	–	1
Lapper, . .	5	–	3	2	No occupation,	2	–	–	2

APPENDIX G.

IV. Reports on District Model Schools.

Ballymena.

The Rev. R. W. Rowan has been most punctual in his attendance upon the children of the Established Church; and the clergymen of the Presbyterian and Unitarian Churches have also attended from time to time during religious instruction hours. No Roman Catholic clergyman attended during the year.

The destination of those who left during the year 1855 will be seen from the following Table :—

TABLE XI.

10	Boys and	7	Girls	employed at home.
5	,,	2	,,	apprenticed.
12	,,	12	,,	removed to a distance.
3	,,	7	,,	gone to other schools.
11	,,	8	,,	sick.
2	,,	–	,,	removed for irregular attendance.
3	,,	1	,,	died.
1	,,	–	,,	deficient in cleanliness.
1	,,	1	,,	teaching.
11	,,	9	,,	too distant in winter.
53	,,	23	,,	cause of removal unknown.
2	,,	13	,,	withdrawn for a time.
–	,,	1	,,	gone to service.
–	,,	1	,,	emigrated.
2	,,	1	,,	unable to pay.
5	,,	2	,,	removed to male or female departments.

In my report upon the Coleraine Model School, I complain that so many children have left that school, the cause of whose departure was unknown to the teachers. I find I have the same occasion to complain here. A teacher ought to enter so heartily into the interest of his pupils, that every movement of each of them from the time that it comes under his charge until it leaves his school, and then, again, whilst the first effects of its education are being manifested in its conduct in the world, would be known, and watched, and studied; and a sensible teacher, from a course of observation of this kind, will often derive such practical hints as to the wisdom or defects of his operations, as will serve to guide him in forming and improving the habits and character of his pupils.

Table XIII. gives the names of the Pupil-Teachers

Name.	Age.	Religious Denomination.	Parents' or Pupils' Occupation.	Where educated.
William Thompson,	18	Pres.	Farmer,	Doagh N.S.,
Thomas M'Intyre,	18½	Pres.	Ditto,	Broughshane N.S.,
Hugh Trinlavery,	19	R. C.	Ditto,	Collin N.S.,
William Patten,	15¼	P. D.	Ditto,	Ardmillan N.S.,
William Murray,	16	E. C.	Ditto,	Cave-hill N.S.,
Henry Moore,	17	R. C.	Smith,	Berry-street, Belfast,
Thomas Davison,	16	Pres.	Farmer,	Seymour's-bridge N S.,
Francis M'Garry,	15½	R. C.	Ditto,	Keraghrun N.S.,
James Eccles,	18½	Pres.	Ditto,	Broughshane N.S.,
Michael Doherty,	17¾	R. C.	Schoolmaster,	Ballycregagh N S.,
John Griffith,	20	R. C.	Bailiff,	Donegal N.S.,
A. M'Giffin,	18	P. D.	Farmer,	Windygap N.S.,
James Barry,	18	Pres.	Ditto,	Ballycarry N.S.,
James Chambers,	17	P. D.	Ditto,	Ballymena Dist. Mod.,

Table XII. shows the classification of the pupils for the last week of December, 1855 :—

Subjects.	Boys.	Girls.	Infants.
LESSON BOOKS.—First Book,	2	4	26
Second Book,	21	22	13
Sequel,	14	35	10
Third Book,	29	16	–
Fourth Book,	13	10	–
Fifth Book,	14	–	–
Scripture Lessons,	81	41	13
Sacred Poetry,	83	30	49
GRAMMAR.—Parts of Speech *only*,	35	57	44
Parsing and Syntax,	56	26	–
Derivations,	56	4	–
Composition,	27	6	–
GEOGRAPHY.—Lessons on Maps *only*,	37	26	38
From Text Books—Local,	29	61	9
,, Mathematical,	27	4	–
,, and Physical,	27	–	–
ARITHMETIC.—Tables *only*,	2	–	49
Simple Rules,	40	46	49
Compound do.,	24	16	–
Proportion and above,	27	10	–
Mental,	91	87	49
WRITING.—On Slates *only*,	5	29	33
On Paper,	88	58	16
From Dictation,	56	25	–
BRANCHES FOR FEMALES.—Sewing,	–	25	–
Knitting,	–	3	–
Crochet,	–	20	–
EXTRA BRANCHES.—British Poets,	27	10	–
Mensuration,	27	–	–
Geometry,	27	–	–
Algebra,	11	–	–
Book-keeping,	19	–	–
Reasoning,	4	–	–
Agriculture,	27	–	–
Music,	80	80	49
Drawing,	32	20	–

who have entered or left during the year 1855 :—

Time of appointment.	Time spent in training.	Removal and cause.
January 1, 1855,	6 months,	Buckna N.S.
Ditto,	Ditto,	Carclinty N.S.
Ditto,	8 months,	Anne-street N. S., Newtownards.
Ditto,	11 months,	Gone to business.
May 7, 1855,	—	Still in Establishment.
May 10, 1855,	—	Ditto.
May 7, 1855,	8 months,	Gone to learn classics.
June 4, 1855,	—	Still in Establishment.
Decem. 1, 1855,	—	Ditto.
Ditto,	—	Ditto.
Feb. 15, 1854,	12 months,	Time expired.
April 3, 1854,	Ditto,	Antrim Poor Law Union N.S.
Ditto,	Ditto,	Rathmore N.S.
April 1, 1853,	24 months,	Enlisted.

APPENDIX G.

IV. Reports on District Model Schools.

Ballymena.

Table XIV. gives a List of the Pupil-Teachers who were inmates of

Name.	Age.	Religious Denomination.	Former occupation or that of Parents.	Where educated.
George Dixon,	17	E. C.	Schoolmaster,	Glenarm N.S.,
William Craig,	19	Pres.	Farmer,	Ballymena,
William Henry Hanna,	17	R. C.	Schoolmaster,	Laymore N.S.,
James M'Gregor,	18	Pres.	Bleacher,	Ballyeaston N.S.,
James Hughes,	19	R. C.	Schoolmaster,	Culdaff,
Thomas H. Craig,	17	Pres.	Ditto,	Carninney N.S.,
William M. Cloy,	17	Pres.	Farmer,	Glenarm N.S.,
Thomas Pattison,	19	E. C.	Bridewell keeper,	Ballymena N.S.,
Patrick Carry,	18	R. C.	Carpenter,	Ditto,
Matthew Lamont,	19	Pres.	Labourer,	Broughshane N.S.,
John Smiley,	19	Pres.	Farmer.	Craigywarren N.S.,
James M'Nichol,	20	R. C.	Schoolmaster,	Lisnacreagh N.S.,
Patrick M'Mullan,	18	R. C.	Farmer,	Seymour's-bridge N.S.,
Denis M'Curdy,	18	R. C.	Weaver,	Cushendall N.S.,
John Hewston,	18	E. C.	Postmaster,	Malin N.S.,
Andrew Esler,	19	Pres.	Farmer,	Ballymena N.S.,
James Kenney,	18	R. C.	Ditto,	Cushendall N.S.,
John Rea,	17	Pres.	Ditto,	Ballymena Model S.,
Archibald Beattie,	20	Pres.	Ditto,	Broughshane N.S.,
William Robert Ellison,	18	Pres.	Labourer,	Oldstone N.S.,
John Alexander,	16	Pres.	Farmer,	Ballymena Model S.,
George Murray,	16	Pres.	Teacher,	Kamelton N.S.,
William Millar,	18	Pres.	Farmer,	Ahoghill N.S.,
Henry M'Neill,	16	R. C.	Ditto,	Glenarm N.S.,
Felix Reid,	19	R. C.	Ditto,	Ditto,
James M'Grattan,	16	R. C.	Pedler,	Newtownards N.S.,
James Boyle,	16	Pres.	Inn-keeper,	Freestone-quarry N.S.,
Robert Mayne,	17	Pres.	Farmer,	Ballyeaston N.S.,
Alexander Bell,	17	Pres.	Ditto,	Upper Tannybrake,
Richard Doran,	18	R. C.	Ditto,	Glenavy N.S.,
James Chambers,	15	D.	Shoemaker,	Ballymena Model S.,
William M'Aleese,	15	R. C.	Ditto,	Randalstown N.S.,
Samuel Speirs,	19	Pres.	Farmer,	Ballyeaston N.S.,
John Griffith,	19	R. C.	Bailiff,	Donegal N.S.,
Thomas Percy,	18	Pres.	Inn-keeper,	Ballyclare N.S ,
Alexander M'Giffin,	17	D.	Farmer,	Windygap N.S.,
James Barry,	17	Pres.	Ditto,	Ballycarry,
Patrick Mulligan,	22	R. C.	Teacher,	Castletown N.S.,

Table XV. gives a list of the Monitresses who have

Name.	Age.	Religious Denominations.	Former occupation or that of Parents.	Where educated.
Matilda Drummond,	16	Pres.	Schoolmaster,	Clinty N.S.,
Bridget Quig,	15	R.C.	Lapper,	Sheddings N.S.,
Maryanne Quin,	17	R.C.	Pensioner,	Ahoghile F.N.S.,
Charlotte Douglas,	17	E.C.	Police,	Ahoghile F.N.S.,
Anna Sheil,	17	E.C.	Coast Guard,	Glenarm F.N.S,,
Ellen O'Rawe,	15	R.C.	Dealer,	Randalstown,
Margaret Anne Quate,	16	Pres.	Tailor,	Sheddings N.S.,
Sarah Laverty,	15	R.C.	Farmer,	Ballymena Dist. Mod. N.S.,
Jane Brown,	19	Pres.	Ditto,	Clinty N.S.,
Charlotte M'Gregor,	17	Pres.	Ditto,	Ballycarton N.S.,
Rose M'Donald,	14	R.C.	Workman,	Ballymena Dist. Mod.,
Maryanne Irwine,	16	Pres.	Farmer,	Craigbilly N.S.,
Matilda Hanna,	17	R.C.	Schoolmaster,	Ballymena N S.,
Maryanne Flynn,	15	R.C.	Coast Guard,	Garrinpoint.
Anna Hunter Kea,	16	E.C.	Schoolmaster,	Millrow N.S.,

the Institution from its opening, until the end of December, 1854 :—

Date of entering.	Time of training.	Cause of removal and destination.
May 23, 1849,	12 months, .	Clerk in Office, Marlborough-street.
Ditto, .	Ditto, .	Appointed to Seymour's-bridge N.S.
Ditto, .	19 months, .	Course of training finished.
Ditto, .	6 months, .	Died of fever.
Dec. 15, 1849,	5 months, .	Emigrated to United States.
Ditto, .	12 months, .	Clerk in Office, Marlborough-st.
Ditto, .	Ditto, .	Appointed to Millrow N.S.
Ditto, .	9 months, .	Appointed to Ballymena Workhouse N.S.
Ditto, .	Ditto, .	Dismissed for insubordination.
June 24, 1850,	12 months, .	Appointed to Aughenacleagh N.S.
June 10, 1850,	11 months, .	Appointed to Moorfield N.S.
Ditto, .	1 month, .	Unfit to perform his duties from bad health.
Sept. 16, 1850,	12 months, .	Appointed to Magheralane N.S.
Oct. 1, 1850, .	11 months, .	Appointed to Kilmore N.S.
Oct. 15, 1850,	12 months, .	Appointed to Templemoyle N.S.
Jan. 1, 1851, .	7 months, .	Appointed to Carnlea N.S.
Ditto, .	12 months, .	Appointed to Knocknacuny N.S.
Ditto, .	Ditto, .	Appointed to Monaghan N.S.
July 21, 1851,	Ditto, .	Appointed to Rathmore N.S.
Dec. 2, 1851,	Ditto, .	Course finished.
Dec. 8, 1851,	Ditto, .	Appointed to Parade N.S.
Feb. 19, 1852,	10 months, .	Dismissed for insubordination.
Mar. 1, 1852,	12 months, .	Appointed to Mayboy N.S.
May 1, 1852,	3 months, .	Resigned.
Ditto, .	Ditto, .	Ditto.
Ditto, .	Ditto, .	Ditto.
Nov. 1, 1852,	12 months, .	Appointed to Parade N.S.
Dec. 1, 1852,	Ditto, .	Appointed to Crumkill N.S.
Ditto, .	Ditto, .	Going to school to learn classics.
Feb. 1, 1853, .	6 months, .	Appointed to Loughgill N.S.
April 1, 1853,	24 months, .	Enlisted.
April 4, 1853,	12 months, .	Moneynick N.S.
Nov. 14, 1853,	10 months, .	Emigrated to United States.
Feb. 15, 1854,	12 months, .	Gone to training-class, Dublin.
April 3, 1854,	6 months, .	Assistant in Whitehouse N.S.
Ditto, .	12 months, .	Appointed to Antrim Poor Law Union N.S.
Ditto, .	Ditto, .	Appointed to Rathmore N.S.
April 4, 1854,	3 days, .	No cause assigned.

entered the Institution since its opening, in 1849 :—

Date of entering.	Time of training.	Cause of removal and destination.
June 1, 1849,	36 months, .	Appointed to Connor N.S.
Ditto, .	48 months, .	Course of training finished.
Ditto, .	16 months, .	Appointed to Carnlough F.N.S.
Ditto, .	8 months, .	Resigned.
Mar. 1, 1850,	19 months, .	Ditto.
Aug. 1, 1850,	48 months, .	Gone to conduct a school at Ballinmoney.
Ditto, .	Ditto, .	Appointed to Strabane N.S.
July 1, 1850,	51 months, .	Course of training completed.
Dec. 1, 1851,	—	Still in the Establishment.
July 1, 1852,	27 months, .	Gone to conduct Ballycarry N.S.
June 1, 1853,	—	Still in the establishment.
Jan. 1, 1854,	—	Ditto.
Aug. 1, 1854,	15 months, .	Got married.
Jan. 1, 1855,	14 months, .	Resigned—leaving Ireland.
Ditto, .	—	Still in the establishment.

Distribution of the Hours devoted to study by the Pupil-Teachers.—Evening, from ½ past 5 till ½ past 7.

Day.	H. M. to H. M. 5 30 to 5 50	H. M. to H. M. 5 50 to 6 30	H. M. to H. M. 6 30 to 7 0	H. M. to H. M. 7 0 to 7 30
Monday, .	Penmanship.	Geometry and Algebra. Master present.	Lessons on Reasoning and Money Matters Master present.	Book-keeping.
Tuesday, .	Elocution. Master present.	Geometry and Mensuration. Master present.	Grammar and Derivations.	Arithmetic.
Wednesday.	Penmanship.	Mechanics, &c. Master present.	Geography Master present.	Book-keeping. Master present.
Thursday, .	Geography.	Geometry and Algebra.	Lessons on Reasoning and Money Matters.	Arithmetic. Master present.
Friday, .	Penmanship.	Mechanics and Mensuration.	Grammar and Derivations. Master present.	Essay. Master present.
Saturday, .	Writing from Dictation. Master dictating.	Agricultural Chemistry, Patterson's Zoology, &c. Master present.	Elocution. Spelling-book Superseded. Master present.	Geography. Master present.

On Mondays, Wednesdays, and Saturdays, from ½ past 4 till ½ past 5 o'clock to be devoted to miscellaneous reading in study, when not called by Mr. Given to other duties.

Programme of subjects studied by Pupil-Teachers.

Grammar.—Greater part of Sullivan's.
Etymology.—All the etymologies in Spelling Book.
Spelling Book.—Almost all, except the synonymes.
Descriptive Geography in the Lesson Books, and all the maps.
Geography Generalized.—Eight chapters.
History.—Historical sketches in Fifth Book.
Natural History contained in Lesson Books; Patterson's Classification, with some of his illustrations.
Lesson Books.—Second; Sequel; Third; Fourth (Mineral, Vegetable Animal Kingdoms, Descriptive Geography, Hebrew History, Stories, Poetry); Fifth (first nine lessons and Mechanics).
Reading.—To read poetry with intelligence.
Money Matters.—All.
Logic.—First eight chapters.
Arithmetic.—To Involution and Evolution.
Algebra.—To Simple Equations.

Mensuration.—Plane surfaces; a few problems in solids.
Geometry.—Two books.
Book-keeping.—Four sets.
Agricultural Class Book.—First four chapters, and selections from the rest.
Writing, dictation, composition, vocal music, and drawing.

Ballymena.

The statistical returns which I have given in this report, will enable the Commissioners to see at a glance the prosperous state of the Ballymena Model Schools. In my report for next year, I hope to be able to give a more detailed account of the working of each department of the school; and I also hope to be able to draw the attention of the Commissioners to the feasibility of extending the usefulness of the institution, particularly in respect to the training of monitors and monitresses.

In conclusion, I feel very happy to be able to report, that during the past year the teachers and all concerned in the working of the school, have discharged their respective duties faithfully, ably, and successfully.

I have the honour to remain, Gentlemen, your obedient servant,

PATRICK JOSEPH KEENAN, Head Inspector.

The Secretaries.

JOINT REPORT upon the Examination of the Children attending the BALLYMENA DISTRICT MODEL NATIONAL SCHOOL, for the year 1855, by PATRICK JOSEPH KEENAN, Esq., Head Inspector, and JOHN CARLISLE, Esq., District Inspector.

Ballymena.

GENTLEMEN,—We beg to submit, for the information of the Commissioners of National Education, our report upon the examination of the pupils attending the Ballymena District Model National School, for the year ended December, 1855.

Preliminary Examinations for awarding Premiums.—As usual the pupils attending the different departments of this school were subjected to a lengthened and minute examination on the various branches which they had been studying throughout the year—embracing a course of subjects tolerably extensive, as will be seen by a reference to the programmes prepared by the teachers for their respective departments, copies of which are appended to this report.

This preliminary, and to a great extent private, examination was carried on during school hours daily, on the 5th, 6th, 7th, 8th, 10th, 11th, and 12th December, 1855, and on the 13th the public examination was conducted in the infant schoolroom, as being most suitable and convenient. On this occasion the clergymen, gentry, and parents of the pupils from the town and neighbourhood, interested in the success and extended usefulness of the school, were in attendance; and, notwithstanding the season and inclemency of the weather, the numbers were quite as large as at any former period since the opening of the schools.

The arrangements for the examination of the different classes were somewhat different to that adopted under similar circumstances on previous occasions, inasmuch as the exercises were almost altogether conducted by the teachers themselves. The junior pupils of the respective schools were examined first in the subjects selected by us to test their acquirements and mental training. They all displayed a very fair amount of correct and useful information, considering their opportunities; and the recital of some school rhymes by the infants was in style and manner every thing that could be desired.

APPENDIX G.

IV. Reports on District Model Schools.

Ballymena.

The examination of the senior classes of boys and girls was carried on by Mr. Given and Mrs. Hopkins, who went through the duties prescribed for them upon the occasion very creditably and satisfactorily.

The literary and scientific parts of the examination were occasionally varied by the senior classes singing those songs, duets, and rounds which they had prepared, and which are referred to in the programmes of subjects for examination already alluded to. We must here remark, and we do so with pleasure, that the style and execution of the music were most admirable, and reflect the highest credit upon Miss Cosgrave and Mr. Given, to whom the superintendence of it has been intrusted. It has hitherto been looked upon as a voluntary exercise both by teachers and pupils, and as it is sustained and carried on through pure appreciation of the pleasure and improvement it affords, we are happy to say the exertions of all have been amply successful and praiseworthy.

Premiums.—During the past year the teachers have been particularly careful to keep an accurate record of the answering of each child at the repetitions which are held on Fridays from half-past ten till twelve o'clock. This record we have compared with the notes taken at the preliminary examination, and have found a remarkable coincidence in almost every point. So fairly, clearly, and concisely did these records appear to us to be drawn up, that we resolved to make them the basis on which the premiums should be awarded. We, therefore, laid down the following principles in adjudicating the rewards placed at our disposal by the Commissioners of National Education :—

I. That no pupil shall receive a premium who has not been in attendance for three consecutive months previous to the examination.

II. That no pupil who has been asked or has answered less than the average number of questions proposed to a class on any given subject, shall be entitled to a premium in that subject.

III. That the value of the premiums shall be for the subjects for a fifth class, five shillings; fourth class, four shillings; third class, three shillings; sequel, two shillings and six pence; second class, two shillings; and first class, one shilling.

IV. That no pupil shall receive premiums in *money* for more than two separate subjects, but his superior answering on more shall be noted on his certificate, and he or she shall obtain a first class premium.

V. That the premiums be divided into three classes :—

1st class—For superior answering on three or more subjects.
2nd „ „ „ two subjects.
3rd „ „ „ one subject.

In accordance with the above scheme we distributed—

6 first class premiums 2 second „ 14 third „	In the Boys' School.
4 first class premiums 4 second „ 12 third „	In the Girls' School.
1 second class premium 8 third „	In the Infants' School.

Making 10 first class, 7 second class, and 34 third class premiums, for 92 boys, 68 girls, and 43 infants.

We hope the method which we have adopted will have a good and salutary tendency on the pupils frequenting the school, in promoting regular and systematic preparation and punctual attendance, without which a teacher's efforts are too often rendered unfruitful and unappreciated. Indeed, to a great extent, it has already done so, for the attendance at the weekly repetitions is unusually regular and punctual.

In the male school Mr. Given originated and continues to carry out a most systematic and suitable plan for increasing the efficiency of his school, by the adoption of monthly syllabuses of the course of instruction for each class, from the second upwards. Such a course tends to promote orderly habits of study, to arouse and stimulate the energies of the pupils; for the lessons, as to their nature and length, are no longer an arbitrary matter, to be settled from day to day, but a well-devised, regular method, by which each child must know the lessons and repetitions for a month; and should he be compelled by family or other circumstances to remain at home for a day or a week, he has the means if he has the time for preparing the same lessons at home, that his schoolfellows do at school; and he also knows what is expected from him on his return if he desires to keep pace with his class.

In conformity with this arrangement, Mr. Given has, from time to time, been giving instructions in objects of natural history and natural philosophy; and at the examinations a senior class was examined on the theory of the steam engine, on which occasion the pupils acquitted themselves very satisfactorily. Some nice stanzas upon steam, written by Mr. Given, in addition to instructing the children, served to show how a thoughtful teacher may blend literature and science together, and make the study of the one favourable to the cultivation of the other. Stanzas on such subjects are desirable in another important respect, for they tend to lessen the grossness of mere utilitarian pursuits, and illustrate how the rough things and the useful things we hear of as only in the factory, on the railroad, or at the bottom of the mine, may still afford material for the refinements of poetry and the spirit of song.

In the female school, Mrs. Hopkins, in addition to her other duties, continues to superintend, in a most satisfactory manner, the sewed and other work provided by the pupils; and the specimens, both plain and fancy, exhibited by the pupils on the day of examination, were alike creditable to themselves and their superintendent. This branch was undertaken by Mrs. Hopkins some months after her appointment here, on the removal of the workmistress; and we are happy to add, that under her unremitting attention, the school has almost double the attendance it had at any period since its opening at this season of the year.

Annexed are tabulated returns showing the proficiency of the pupils examined, and which will be found, on comparison, to contrast favourably with those of former years.

A return is also annexed showing the style in which the teachers made out the results of the examinations held weekly, and noted by them at the time, and to which we have referred in a previous part of this report.

We have the honour to be, Gentlemen, your obedient servants,

PATRICK JOSEPH KEENAN, Head Inspector.
JOHN CARLISLE, District Inspector.

To the Secretaries,
Education Office, Dublin.

Return showing the Proficiency of the Pupils in the various branches upon which they were examined.

	Male.		Female.		Males.	Females.
	Number.	Number Examined.	Number.	Number Examined.	Proportion per cent.	Proportion per cent.
Able to read the Second Book, or Sequel, correctly,	16	29	18	44	55·1	40·9
" " " " with tolerable accuracy,	8		19		27·6	43·1
" " Third Book and higher books with ease and intelligence,	47	55	13	23	85·4	56·5
" " " " with tolerable accuracy,	4		8		7·3	34·6
" answer satisfactorily on subjects of Lesson Books,	55	84	54	63	65·5	85·7
" " tolerably,	6		8		7·1	12·7
" parse etymologically with tolerable accuracy,	21	28	9	11	75·0	81·8
" " syntactically, and exhibit a fair knowledge of grammar,	24	27	6	8	88·9	75·0
" " " with tolerable accuracy,	3		2		11·1	25·0
" write a sentence from dictation with readiness and correctness,	39	55	7	11	70·9	63·6
" write the substance of a lesson, read twice, with tolerable accuracy of expression and grammatical construction,	19	27	7	11	70·4	63·6
" trace blank maps, and answer fairly on local geography,	65	84	53	63	77·3	84·1
" answer satisfactorily in mathematical and physical geography,	21	27	2	4	77·7	50·0
" write a good hand with ease and neatness of execution,	37	55	21	30	67·2	70·0
" write and solve pretty correctly, from dictation, questions in Simple Rules, containing seven places of figures,	20	37*	14	23	54·0	60·3
" solve questions in Compound Rules, Reduction, and Proportion, with tolerable accuracy,	19	20	10	11	95·0	90·9
" " " " " and above,	23	27	2	3	85·2	66·6
" answer readily and pretty correctly in first ten rules of Mental Arithmetic,	47	55	18	19	85·4	94·7
" work questions correctly in Mensuration of Plane Superficies,	13	14	—	—	92·8	—
" demonstrate either the whole or portions of the First Book of Euclid,	7	7	—	—	100·0	—
" answer satisfactorily on Algebra,	4	7	—	—	57·1	—
" " on Logic,	2	3	—	—	66·6	—

* Second Class included.

Ballymena National District Model School.

Programme for Annual Examination. Male Department.

First Class.—Lesson Books: to read, spell, and explain all First Book. Geography: outline of the great natural divisions of the map of the world. Arithmetic: to count correctly and intelligently up to 100; to read any number up to 100; to add mentally two or more digits whose sum shall not exceed 20 or 30. Grammar: to know the vowel sounds and stops. Natural history: to describe in their own language, and point out the pictures of the animals mentioned in their lessons. Miscellaneous: to name the days of the week, and the months and seasons of the year. Writing: to write on slates.

Second Class (*Junior Division*).—Lesson Books: to read and explain thirty-five pages of Second Book, and all First Book. Grammar: to know the noun, article, verb, and adjective; to name the syllables in a word. Arithmetic: to read and set down any number of three places of figures; to be able to work on slates or black board simple questions in Addition and Subtraction; to know the Addition and Subtraction tables, and Multiplication table as far as 6 times. Geography: to know the outlines of the Map of the World. Writing: to write on paper; to repeat correctly and neatly such lessons as are in rhyme.

Second Class (*Senior Division*).—Arithmetic: in addition to above, to read and set down any number of four and five places. Multiplication table as far as 6 times; to add and subtract. Lesson Books: to read, spell, and explain eighty-five pages, Second Book, containing religious and moral lessons, fables, and natural history. Writing: to write on paper.

Sequel Class (*Junior Division*).—Lesson Books: to read, spell, and explain fifty pages, containing the history of Columbus, and of William Hutton, Sequel No. 2, and to answer simple questions on the subject matter of Second Book; to repeat the poetry in above lessons. Grammar: to select the article, noun, and verb from easy sentences in their daily lessons. Geography: map of the World and Europe. Arithmetic: to read and set down any number of five or six places of figures; to work questions in the three first rules; to know the multiplication and pence tables; to write out from memory in proper order, the names of the months of the year.

Sequel Class (*Senior Division*).—In addition to above:—Lesson Books: to read, spell, and explain about 164 pages. Natural history: to know and describe from the pictures, the birds contained in the ornithology of Sequel, No. 2. Arithmetic: to read and set down any number of six and seven places of figures. Grammar: to select the personal pronoun, adjective, and adverb, from easy sentences in their daily lessons. Arithmetic: to work questions in the four simple rules to Short Division; to know the table of time; to write out from memory any part of the Multiplication table; to write out from memory in proper order, the names of the months of the year, with the number of days in each.

Third Class (*Junior Division*).—Lesson Books: to read, spell, and explain fifty pages of Third Book, containing manufactures, Natural history, and moral stories, and to answer questions on the subject matter of Sequel No. 2, such as history of Columbus, William Hutton, ornithology, &c. Natural history: pictures in school to illustrate Natural history. Poetry to be committed to memory. Grammar: to know the grammar lessons in Third Book; to distinguish all the parts of speech in their reading lessons, and give their easier accidents; to know and be able to write down the characters or marks used in

punctuation. Dictation: to write down easy sentences from dictation. Arithmetic: to read and set down six or seven places of figures; a part in Simple Rules up to Short Division; the other in Compound Rules up to Compound Multiplication. Tables: all the more useful arithmetical tables. Mental arithmetic: first nine rules: Board's Treatise. Spelling: Dr. Sullivan's Spelling Book, Part I., "Words similar in sound, but differing in spelling and signification;" also, to spell the more difficult words in their lessons, or any sentence selected from them. Geography: to know the maps of the World, Europe, Ireland, and Asia.

Third Class (*Senior Division, in addition*).—Lesson Books: about 105 pages, containing Scripture lessons and additional natural history. Arithmetic: Compound Rules and Reduction of Money; to read and set down eight or nine places of figures. Grammar: to know what is meant by accent and emphasis. Both divisions to write out from memory the time and money tables.

Fourth Class (*alone*).—Lesson Books: to read and explain about fifty pages of Fourth Book, containing the three kingdoms of nature illustrated by pictures; also, the greater part of Third Book, containing Scripture history, natural history, manufactures, &c. Grammar: to parse common prose sentences in Fourth Book syntactically. Etymology: to know the prefixes, affixes, and roots, in their lessons. Geography: mathematical form and motions of the earth, physical; that contained in the Third Book; small Geography, maps of all the continents, and Ireland and England. Arithmetic: to know Proportion and Practice; to know the theory processes of the foregoing rules; to know all the important tables, and to be able to write out from memory in a neat and correct form any one of them. Dictation: to write sentences from Fourth, or any sentences from Third Book. Mensuration: to know some of the definitions of geometry, and to draw on a slate any of the simple geometrical figures.

Fifth Class (*alone*) *Junior Division.*—Lesson Books: to read and explain the first nine lessons in Fifth Book, on the rotundity of the earth, mountains, oceans, rivers, lakes, the atmosphere, winds, currents, rains, dew, &c., also the lessons on the mechanical powers (illustrated by diagrams); also those lately promoted from Fourth Class, to answer on the most important portions of the Fourth Book. Senior.—Geometry: two divisions—first, about thirty propositions in Book I.; second, Books I. and II. Arithmetic: Proportion, Simple and Compound, Practice, Interest, Discount, Fractions. Grammar: to analyze and parse complex sentences. Etymologies: to know the prefixes, affixes, and roots in their lessons; also to know the English etymologies in Sullivan's Grammar, and the Latin and Greek roots in same. Dictation: to write sentences from Fifth, or any sentence from Fourth Book. Geography: greater part of Geography Generalized, chiefly mathematical and physical. Maps: same as Fourth Class. Agricultural Class Book: selections from, relating to soils, drainage, manures, &c.

Fifth Class (*Senior Division*).—Algebra: two divisions; first four rules, and Simple Equations. Mensuration: two divisions; first, Plane Surfaces to Polygons; second, the remainder of Plane Surfaces. Logic: first six chapters of "Easy Lessons."

Fourth and Fifth Classes (*together*).—Spelling Book Superseded: Parts I., IV., and V., new edition; rules for spelling and English etymologies. Physical geography: to know causes of climates, winds, currents, tides, rains, &c., (illustrated by diagrams); the British Empire. Mental arithmetic: greater part of Board's Treatise. Zoology:

Cuvier's and Patterson's classifications, illustrated by the large new diagrams of "The Animal Kingdom at one view." Composition: to write out from memory the substance of a fable or short story read twice; to know the forms of epistolary correspondence, and how to address, and subscribe, letters, &c. Reading poetry: to read selections of poetry from Fourth and Fifth Books. Steam engine: to know the history and theory of the steam engine, and to point out its parts (illustrated by diagrams).

Singing.—(Boys and Girls).

Christmas Day, . . . *Wilhem.*
The Wheel, ... *Ditto.*
"Sing for the Oak Tree," . . *Words by Mary Howitt.*
The Father's Return.
The Canadian Boat Song, . . *Words by Moore.*
Birds, ... *Words by Mary Howitt.*
The Savoyard's Song.
The Evening, ... *Hullah.*

Rounds:—"Follow to the Playground."—Words by the Resident Teacher.

"Hark! the Merry Model Bells!"

God save the Queen!

FEMALE SCHOOL.

Second Class.—Second Book: reading and explanation, from page 31 to page 74. By rote—all the poetical pieces in Second Book. Spelling: the words which occur in lessons. Parts of speech: article, noun, verb, and adjective. Maps: the World and Europe. Tables: Addition, Subtraction, and Multiplication, to 6 times. Slate arithmetic: Notation and Numeration to hundreds, and addition of simple numbers. Mental arithmetic: first rule. Writing: short copies on paper and slates.

Sequel Class.—Sequel, No. 2: from page 18 to page 63. Sequel, No. 1: "The Peaches," page 29; "Good Manners," I. and II. part, page 83; "The Lighthouse," page 181; and "The Lighthouseman's Daughter," page 183. Spelling Book: Part I., and to page 26, for those less advanced. Grammar: article, noun, adjective, pronoun, verb, and preposition. Geography: preliminary definitions, from page 21 to page 29. Maps of Europe and Ireland, and general outline of Map of the World. Tables: Multiplication, pence and shillings. Slate arithmetic: first four simple rules. Mental arithmetic: first three rules.

Third Class.—Lesson Book (Third). Natural history: "The Wolf," page 30; "The Fox," page 35; "The Lion," page 39; "Anecdote of a Lion," page 42; "The Deer," page 45; "The Rein-Deer," page 53; "The Dog," page 55; "The Tiger," page 68. Manufactures: Glass, page 12; Silk, page 20; Paper, page 225; Salt, page 258; Pins, page 262. Stories and Fables: "The Dog and his Relations," page 23; "The Fox and the Goat," page 37; "The Stag Drinking," page 46; "The Lost Camel," page 217; "How to make the best of it," page 223. Scripture history: History of Joseph, from page 86 to page 98. Poetical pieces in Third Book:—"A Minute," page 11; "The Gleaner," page 38; "The Better Land," page 241; "The Northern Seas," page 224. Spelling Book: first and second part, and for lower division, or less advanced, to page 26. Grammar: from the beginning to page 59 (large print); and to page 43 for those lately promoted (large print). Geography (small): preliminary definitions, from page

21 to page 32, with the counties and chief towns of Ireland, and the shires and chief towns of Scotland. Blank maps: Europe, Ireland and Scotland. Tables: Multiplication, Pence, Troy, Apothecaries, and Avoirdupois weight. Slate arithmetic. Mental arithmetic: first six rules; compound rules, and reduction of the above weights; and for those lately promoted, Addition, Subtraction, and Multiplication.

Fourth Class.—Lesson Book (Fourth). Natural history: "The Mineral and Vegetable Kingdom," from page 2 to page 30. Geography, descriptive: from page 52 to page 126. Scripture history: from page 161 to page 179. Read and explain poetical pieces in Fourth Book. Book of Poetry: by rote—Vol. I., page 192, "The Beacon;" Vol. II., page 95, "Christmas Morning;" Vol. II., page 511, "The Light of Home." Spelling Book Superseded: Parts I., II., and III.; rules for spelling; (for higher division), English etymologies, Latin and Greek, prefixes, affixes, and Latin and Greek roots in Fourth Book. Grammar: rules of syntax for high division; and from page 21 to page 56 for low division. Parsing: from Lesson Book, syntactically. Geography Generalized: first eight chapters (high division only), and two first chapters for those lately admitted. Geography, descriptive: all the outline maps. Slate arithmetic: Compound Rules, Reduction, and Simple Proportion. Mental arithmetic: first eight rules (high division), and six for those in low division, lately admitted. Tables: all in small Table Book. Dictation: from any of the Lesson Books, or composition, from Sequel or Third Book.

BALLYMENA DISTRICT MODEL SCHOOLS.

INFANT DEPARTMENT.

Sequel Class.—Lesson Books: reading, spelling, and explanation of 107 pages of Sequel No. 1; stories, fables, and poetical pieces in Second Book. Writing: on paper. Geography: the World, Asia, Europe (outline), Ireland (outline). Tables: Multiplication to 12 times. Parts of speech: to tell the parts of speech of any simple sentence. Slate arithmetic: Notation, five places of figures, and Addition; also to write out the Multiplication table.

Second Class (Third Section).—Lesson Books: reading, spelling, and explanation of 87 pages of Second Book. Writing: on paper. Geography: the World, Europe, Ireland. Tables: Multiplication, to 6 times. Parts of speech: the article, noun, and verb. Slate arithmetic: To read and set down three places of figures, Addition.

Second Class (Second Section).—Lesson Books: reading, spelling, and explanation of thirty pages of Second Book. First section:—Lesson Books: reading, spelling, and explanation of fourteen pages of Second Book. For these two sections:—Writing: on slates and paper. Geography: the World, Europe. Tables: Multiplication, to 5 times. Parts of speech: the article, noun, and verb. Slate arithmetic: to read and set down three places of figures.

First Class.—Lesson Books: first, second, and third sections of First Book, for the three classes. Writing: on slates. Geography: the World. Tables: Multiplication to 4 times, and adding to 20. Parts of speech: article and noun.

Ballymena National District Model School—Male Department.—(Specimen).

No. of days should have attended.	No. of days attended.	Mths. Time in present Class.	Names.	Reading.	Lesson Books. Questions asked since 1st January, 1855.	Lesson Books. Questions answered.	Grammar and Parsing. Questions asked since 1st January, 1855.	Grammar and Parsing. Questions answered.	Spelling Book, and Dictation. Questions asked since 1st January, 1855.	Spelling Book, and Dictation. Questions answered.	Geography and Maps. Questions asked since 1st January, 1855.	Geography and Maps. Questions answered.	Arithmetic, Slate. Questions asked since 1st January, 1855.	Arithmetic, Slate. Questions answered.	Arithmetic, Mental. Questions asked since 1st January, 1855.	Arithmetic, Mental. Questions answered.	Mensuration. Questions asked since 1st January, 1855.	Mensuration. Questions answered.	Algebra. Questions asked since 1st January, 1855.	Algebra. Questions answered.	Geometry. Questions asked since 1st January, 1855.	Geometry. Questions answered.	On all Subjects. Total Question asked since 1st January, 1855.	On all Subjects. Total answered.	No. percent. answered.
			4th Class.																						
269	208	4	John Montgomery, .	B.	409	309	1,073	845	184	109	283	195	72	57	–	–	–	–	–	–	–	–	2,397	1,768	73
269	219	4	Robert Black, . . .	B¹.	411	354	1,703	1,547	238	176	281	185	110	79	–	–	–	–	–	–	–	–	3,059	2,594	84
269	259	4	John M'Kinlay, . .	BC.	404	272	1,404	1,270	248	168	285	180	106	75	–	–	–	–	–	–	–	–	2,715	2,096	79
269	234	4	James Cosbie, . . .	C.	412	326	1,546	1,239	64	28	259	184	96	74	–	–	–	–	–	–	–	–	2,710	2,100	77
179	129	4	James Cairns, . . .	C.	242	199	1,207	1,143	127	87	158	114	60	48	–	–	–	–	–	–	–	–	1,937	1,698	87
269	267	3	James Mills, . . .	B².	509	339	1,263	1,165	245	123	224	149	100	61	–	–	–	–	–	–	–	–	2,712	2,051	75
269	194	3	Robert Herbison, . .	B¹.	305	283	1,144	943	183	98	239	147	49	25	–	–	–	–	–	–	–	–	2,141	1,693	79
269	243	3	James Laughlin, . .	B.	391	265	861	795	198	126	281	164	98	58	–	–	–	–	–	–	–	–	2,191	1,642	75
269	233	2	Andrew Lamont, . .	C.D.	281	240	1,381	1,233	248	168	285	180	106	75	–	–	–	–	–	–	–	–	2,661	2,197	82
47	46	2	Thomas M'Clintock, .	B.C.	76	54	235	155	67	29	47	26	43	25	–	–	–	–	–	–	–	–	572	361	63
269	181	1	Mathew Montgomery,	C.	196	124	1,153	907	183	122	171	97	50	42	–	–	–	–	–	–	–	–	2,049	1,518	74
185	178	1	W. Henry Reilly, . .	C.	184	122	1,225	1,040	180	120	178	138	78	59	–	–	–	–	–	–	–	–	2,056	1,630	79
22	19	1	William Boyd, . . .	B.	45	30	80	55	14	10	29	24	14	8	–	–	–	–	–	–	–	–	212	152	71
			5th Class.																				27,412	21,512	78
			Senior Division.																						
119	115	5	Joshua Reid, . . .	A².	315	289	816	804	114	94	128	109	66	56	93	79	79	66	46	36	43	36	1,935	1,789	92
269	243	19	John M'Atamney, . .	A³.	574	485	1,673	1,605	385	316	236	174	102	67	166	132	116	88	100	61	48	33	3,872	3,307	85
269	123	22	Samuel Laughlin, . .	B¹.	318	273	852	823	312	177	133	113	35	25	122	106	80	50	85	65	–	–	2,431	1,809	85
167	143	2	Robert Fullerton, . .	B¹.	467	414	1,402	1,274	211	183	157	132	98	83	122	90	–	–	–	–	–	–	2,741	2,442	89
269	161	19	Alexander Jackson, .	B¹.†	590	464	1,544	1,471	318	246	202	167	60	52	182	132	96	66	113	62	–	–	3,471	2,864	83
			Junior Division.																						
269	269	4	Samuel Carlisle, . .	A².	742	630	1,538	1,409	360	307	259	199	122	88	185	139	67	39	73	40	–	–	3,798	3,214	86
269	172	3	James Wilson, . . .	A³.	567	470	961	919	287	137	180	121	78	59	165	90	–	–	–	–	–	–	2,540	2,039	80
269	178	4	Daniel Cooney, . . .	B¹.†	509	403	1,276	1,233	323	235	179	151	79	62	165	122	–	–	–	–	–	–	2,956	2,494	84
269	222	3	John Lindsay, . . .	B³.	707	597	1,027	969	375	299	236	187	109	77	168	121	–	–	–	–	–	–	3,022	2,576	85
237	169	4	John Wilson, . . .	B³.	542	436	1,143	1,096	297	222	182	133	81	56	154	103	–	–	–	–	–	–	2,740	2,273	82
269	237	1	William H. Harper, .	C¹.	555	444	1,037	977	345	202	229	162	89	86	168	108	–	–	–	–	–	–	2,761	2,205	79
125	95	1	John J. Greene, . .	C¹.	290	238	856	807	110	16	83	55	54	36	80	39	–	–	–	–	–	–	1,641	1,324	80
119	83	1	John Brown, . . .	C³.	197	159	824	771	92	57	86	71	20	19	24	21	27	19	8	6	–	–	1,434	1,187	82
89	59	–	Hugh Anderson, . .	C³.	77	53	373	298	53	40	48	32	41	29	63	44	64	27	18	12	18	8	870	650	74
																							35,912	30,193	84

BALLYMENA NATIONAL MODEL SCHOOL—FEMALE DEPARTMENT.—(SPECIMEN).

Total Days should have attended.	Total of attendance.	Average per cent. of attendance.	Time in present Class.	Names.	No. of questions asked since 1st Jan., 1855.	No. of questions answered.	No. per cent. answered.	SUBJECTS. Lesson Books.	Spelling and Explanation.	Grammar.	Parsing.	Roots.	Geography Gen.	Geography, Des., and Maps.	Tables.	Mental Arithmetic.	Slate Arithmetic.	Dictation or Composition.
			Months	4TH CLASS (High Div.)														
269	269	100	52	Jane Chambers,	3,183	2,989	93·6	377/352	386/375	326/315	396/362	248/253	276/263	392/374	286/249	204/185	292/261	AB
269	269	100	16	Kate Swan,	3,183	3,170	99·6	377/372	386/383	326/324	396/376	248/236	276/266	392/385	286/268	204/184	292/270	A
47	47	100	1	Eliza Mills,	528	524	99·2	60/56	62/62	62/62	50/49	32/32	56/54	62/53	46/43	38/38	60/60	B
28	27	100	1	Mary Craig,	324	318	98·1	38/36	32/32	32/32	32/32	22/22	42/42	36/33	30/29	26/26	34/34	B
				4TH CLASS (Low Div.)														
269	242	90	11	Maria Traynor,	2,533	2,240	88·4	377/293	386/337	326/283	346/304	–	–	392/374	280/261	192/175	234/213	A
269	267	99	9	Margaret M'Clintock,	2,553	2,363	92·5	349/270	378/357	326/306	358/328	–	–	392/382	286/277	191/181	273/262	AB
125	106	85	3	Mary E. Greene,	732	636	86·8	102/78	106/99	92/79	108/86	–	–	100/90	72/63	66/63	86/78	C
156	91	71	4	Anne Gilmor,	897	748	83·3	120/99	131/113	118/77	117/91	–	–	146/134	162/82	88/79	75/68	C
				2ND CLASS.						Pts. Speech.			Maps.					
–	–	–	–	Margaret M'Neill,	–	–	–	–	–	–	–	–	–	–	–	–	–	–
269	170	63	10	Margaret Larkin,	1,270	1,033	81·3	247/216	178/145	227/178	–	–	207/189	–	237/157	174/148	–	–
199	168	88	9	Jane Bell,	718	613	85·3	180/132	189/163	123/94	–	–	140/100	–	58/40	128/84	–	–
167	96	57	6	Anne Mitchell,	396	267	67·4	78/59	92/60	70/45	–	–	74/40	–	24/20	58/43	–	–
119	90	76	5	Mary Brown,	652	415	63·6	110/81	124/89	102/71	–	–	96/73	–	72/46	88/57	–	–
101	84	83	4	Gertrude Small,	486	320	65·8	86/67	116/77	84/53	–	–	48/24	–	78/46	74/53	–	–
269	232	86	16	Ellen Traynor,	1,170	892	76·2	227/152	247/217	145/125	–	–	171/124	–	201/131	179/143	–	–
269	243	90	15	Rosann M'Atamney,	1,336	898	67·2	257/138	224/139	251/138	–	–	212/153	–	207/154	185/126	–	–
269	221	82	12	Eliza Montgomery,	1,405	964	68·6	267/182	275/218	252/206	–	–	197/152	–	200/59	214/147	–	–
175	129	74	7	Eliza Loughlin,	557	430	77·2	128/87	163/129	120/89	–	–	98/72	–	52/26	46/27	–	–
125	96	77	5	Eliza M'Connel,	544	375	68·9	108/72	124/107	94/54	–	–	92/59	–	52/32	74/51	–	–
119	104	87	5	Eliza Reid,	570	409	71·7	106/81	118/89	100/80	–	–	96/60	–	66/54	64/45	–	–
83	70	84	3	Eliza Hughes,	402	219	54·4	70/44	70/49	66/32	–	–	80/46	–	60/29	52/19	–	–
53	51	96	2	Mary Dempsey,	284	222	78·1	56/50	50/46	48/36	–	–	46/33	–	42/27	42/30	–	–
47	13	28	2	Anne Carberry,	84	50	59·5	8/4	6/2	6/2	–	–	46/33	–	6/1	12/8	–	–
47	33	70	2	Eliza Brown,	209	172	82·3	38/31	36/31	41/31	–	–	38/31	–	30/26	26/22	–	–
29	29	100	1	Agnes Ferguson,	194	157	80·9	30/20	30/30	30/28	–	–	32/26	–	30/25	36/28	–	–
23	20	87	1	Margaret M'Keown,	132	120	90·9	24/24	24/24	24/24	–	–	18/18	–	12/6	30/24	–	–
–	–	–	21 ds.	Mary J. Reid,	–	–	–	–	–	–	–	–	–	–	–	–	–	–
174	104	60	14	Jane Angus,	620	490	79·0	110/104	126/88	110/83	–	–	109/75	–	80/74	79/66	–	–
11	11	100	21 ds.	Nancy Parker,	72	69	95·8	12/12	12/11	12/12	–	–	12/11	–	12/11	12/12	–	–
5	5	100	12 ds.	Nancy Gordon,	34	32	94·1	4/6	6/5	6/5	–	–	6/5	–	6/5	6/6	–	–
216	88	41	14	Sarah J. Walkingshaw,	–	–	–	154/133	93/53	90/70	–	–	33/69	–	48/29	66/24	–	–

BALLYMENA NATIONAL DISTRICT MODEL SCHOOLS, from 1st January, 1855, to 30th November, 1855.

INFANT DEPARTMENT.—(SPECIMEN).

Should have Attended.	Attended.	Per cent.	Time spent in present Class.	Names.	LESSON BOOKS.			SPELLING.			TABLES.			GEOGRAPHY.			PARTS OF SPEECH.			ON ALL SUBJECTS.		
					Number of Questions asked.	Number of Questions answered.	Reading and Explanation.	Number of Questions asked.	Number of Questions answered.		Number of Questions asked.	Number of Questions answered.	7 Questions.	Number of Questions asked.	Number of Questions answered.	10 Questions.	Number of Questions asked.	Number of Questions answered.	10 Questions.	Total number of Questions asked, from 1st January to 30th November, 1855.	Total number of Questions answered.	Number of Questions per cent. on all subjects answered.
			Months.	SEQUEL CLASS.									Correct			Correct			Correct			
269	231	85	12	Patrick Stratford, .	720	627	C B	650	526	C	600	555	5	610	517	10	630	536	6	3,210	2,761	86·0*
269	235	87	12	John M'Clelland, .	750	568	A B	649	545	B	640	602	5	650	530	9	670	577	8	3,350	2,822	88·0
269	195	72	10	Mary Montgomery, .	550	419	B B	460	398	B	480	377	4	480	345	8	500	378	9	2,470	1,917	77·6
253	183	72	9	Martha Kearns, .	520	451	AB AB	420	373	A	390	368	7	420	381	9	430	382	9	2,180	1,955	89·6
269	258	95	4	Robert Ellis, . .	593	468	B BC	458	339	B	458	369	4	448	336	6	463	401	4	2,430	1,913	78·7†
269	234	86	4	Thomas M'Gaughy, .	463	325	BC C	343	257	C	308	280	1	390	281	7	350	225	5	1,859	1,368	73·5
198	189	95	4	Robert Bell, . .	368	179	C C	348	255	B	288	117	1	228	128	3	208	177	9	1,530	856	55·9
269	202	75	1	Anne Loughlin, .	436	349	C C	353	209	C	353	227	-	273	229	5	337	262	4	1,754	1,276	72·7
262	187	71	1	Robert Henry Cosbie,	423	368	D D	313	193	D	313	254	3	313	273	7	318	278	9	1,685	1,366	81·0
269	188	69	1	Susan Cauthers, .	375	329	Absent	310	228	-	310	240	-	300	266	-	312	253	-	1,607	1,316	81·8
				2ND CLASS.																		
269	229	85	7	David Nicholl, . .	400	295	C C	365	219	C	280	265	C	355	276	BC	345	259	D	1,745	1,314	75·3
269	180	66	7	Henry Donnelly, .	250	223	B B	225	145	C	215	192	B	215	161	B	205	161	B	1,110	862	79 4
269	269	100	7	Emily Mills, . .	420	311	AB AB	425	337	B	425	306	B	425	340	AB	397	315	AB	2,092	1,609	76·9
269	236	87	5	Margaret Eliza Crabbe,	360	305	CD B	355	192	C	355	243	CD	345	299	B	337	258	CD	1,772	1,297	73·1
269	187	69	5	Ellen Charters, .	340	283	C B	315	232	C	315	261	C	305	251	B	297	220	C	1,572	1,247	79·9
223	187	83	1	Jane M'Inlay, . .	220	200	B A	220	181	B	205	194	A	205	172	B	207	158	B	1,057	905	85·6
269	213	79	1	Rachel Stewart, .	220	140	C D	220	164	D	205	166	B	215	115	C	205	150	C	1,065	735	69·0
269	182	67	1	Mary Traynor, .	190	128	C D	190	113	D	185	134	B	205	123	C	185	123	C	955	621	65·0
53	28	52	1	Eliza Gray, . .	135	105	Absent.	135	84	-	135	104	-	135	111	-	130	73	-	670	477	71·1
198	124	62	-	Joseph M'Farlane, .	200	166	B B	200	150	C	200	176	B	200	158	B	190	141	B	990	791	79·8
71	59	83	-	Eliza Best, . .	90	53	D C	90	54	D	90	30	D	90	30	D	90	13	E	450	180	40·0
161	113	70	-	Joseph Robert Bell, .	110	84	D C	100	78	D	110	86	C	100	59	C	100	82	D	520	389	74·8
257	168	64	1	William Loughlin, .	220	153	D C	210	133	D	215	141	B	215	168	B	197	129	C	1,057	724	68·4

* B in Writing.

† A in Arithmetic and repetition of Poetry and Writing.

APPENDIX G. IV. Reports on District Model Schools.

No. 6.—REPORT upon the COLERAINE DISTRICT MODEL SCHOOL for the year 1855, by PATRICK JOSEPH KEENAN, Esq., Head Inspector of National Schools.

Coleraine.

Belfast, 1856.

GENTLEMEN,—I have the honour of submitting the following Report upon the Coleraine District Model School, for the year 1855 :—

In the early part of last year it was reported to the Board that in many important respects one of the departments of this school was in an unsatisfactory state; and in obedience to the instructions contained in a letter dated 3rd May, 1855, which I received from the Board, I made a careful examination of the school, and reported the result in my Special Report of the 15th June. In this report I entered very minutely into the whole state of the school, and proposed means to insure its permanent usefulness and efficiency. The Commissioners have my Report, I believe, still under consideration, and I shall, therefore, content myself on the present occasion by giving the statistics of the institution for the past year.

The following Table (I) shows the Average Number on Rolls, Daily Attendance, and the Centesimal Proportion of the latter to the former for twelve months ending December, 1852, 1853, 1854, and 1855 :—

		Boys.	Girls.	Infants.	Total.
Average Number on Rolls for 12 Months ending with December, . .	1852,	77·5	62·8	50·6	190·9
	1853,	101·5	68·4	50·9	220·8
	1854,	71·8	55·	48·	174·8
	1855,	65·4	66·3	44·7	176·4
Average Number in Daily attendance for 12 Months ending with December, .	1852,	53·8	48·4	38·5	140·7
	1853,	62·6	55·5	30·9	149·0
	1854,	41·9	42·7	27·5	112·1
	1855,	40·4	48·1	24·5	113·0
Centesimal proportion of Average attendance to No. on Rolls for 12 Months ending with December,	1852,	69·4	77·1	75·4	66 4
	1853,	61·5	80·5	61·5	67·8
	1854,	58·3	77·6	57·3	64·4
	1855,	61·8	72·5	54·8	63·

In the boys' school there were fewer than during any of the previous years; the same was the case in the infants' school, whilst in the girls' school the number was greater than in 1852 or 1854, but a few less than in 1853. The centesimal proportion of the average attendance to the number on rolls is best in the girls' school.

The prevalence of cholera in the early part of the year had, of course, the effect of reducing the attendance very considerably.

The next Table (II.) shows the Number on Rolls at the different Rates of Payment in the last week of December, 1852, '53, '54, and 1855. The remarkable feature in this Table is the disparity between the number paying the higher rates in the girls' and the boys' schools; in the latter, and in the infants' school, the tendency of the fees is downwards, whilst it is steadily improving every year in the girls' department. The following return refers to the last week in December only. It is necessary to observe this, or there will appear to be a discrepancy between Table II. and Table III., which gives the sum of the fees for the *whole year*.

TABLE II.

—		Males.	Females.	Infants.	Total.
Number paying at the rate of 5*s.* per quarter the last week in December,	1852,	13	16	–	29
	1853,	13	13	–	26
	1854,	6	19	–	25
	1855,	9	20	–	29
Number at the rate of 2*s.* 6*d.* per quarter in the last week of December,	1852,	46	30	13	89
	1853,	39	32	7	78
	1854,	29	24	4	57
	1855,	28	34	2	64
Number at the rate of 1*s.* 1*d.* per quarter in the last week of December,	1852,	46	17	26	89
	1853,	26	15	46	87
	1854,	25	10	38	73
	1855,	33	15	36	84

TABLE III. shows the Amount of School Fees received and the School Requisites sold in the years 1852, 1853, 1854, and 1855.

—		Boys.			Girls.			Infants.			Totals.		
		£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Amount of School Fees received in the Years,	1852,	25	4	1	27	11	10	11	13	6	64	9	5
	1853,	26	11	3	36	1	9	8	15	6	71	8	6
	1854,	26	16	4	27	12	0	6	13	5	61	1	9
	1855,	23	8	10	27	8	1	6	1	5	56	18	4
Amount of Requisites sold in the Years,	1852,	8	16	6½	5	12	10½	0	18	4½	15	7	9½
	1853,	9	19	0	8	0	1	0	12	6½	18	11	7½
	1854,	7	12	3	5	7	11	0	15	5½	13	15	7½
	1855,	8	6	6½	6	3	5	0	9	11½	14	19	11

The following Table (IV.) shows the Number on Rolls in each Class the first week of 1855, the Number Admitted into each Class during the year, the Number Struck Off, and the Number Promoted from each Class during the year; also the Number on the Rolls at the end of 1855:—

—		Classes.						
		First.	Second	Sequel.	Third.	Fourth.	Fifth.	Totals.
Number on Rolls in first week of 1855,	Males,	–	3	13	18	11	15	60
	Females,	–	4	2	13	23	11	53
	Infants,	29	8	5	–	–	–	42
Number admitted during the year 1855,	Males,	3	13	15	36	25	14	*106
	Females,	–	–	13	42	42	10	107
	Infants,	51	26	4	–	–	–	81
Number struck off during the year 1855,	Males,	2	9	12	23	12	7	65
	Females,	–	4	6	30	31	11	82
	Infants,	32	12	7	–	–	–	51
Number promoted from each class in 1855,	Males,	1	2	8	11	9	–	31
	Females,	–	–	4	5	–	–	9
	Infants,	25	9	–	–	–	–	34
Number on Rolls last week of 1855,	Males,	–	5	8	20	15	22	70
	Females,	–	–	5	20	34	10	69
	Infants,	23	13	2	–	–	–	38

* These admissions include promotions and new admissions.

The next Table (V.) shows the Average Time spent by the Pupils of the different schools in advancing from class to class, and from subject to subject:—

Time spent before promotion in	Boys. Weeks.	Girls. Weeks.	Infants. Weeks.	Average.
First Class,	17·	–	20·	18·6
Second Class,	28 15	25·9	28·	27·4
Sequel Class,	51·5	30·7	–	41·1
Third Class,	50·	39·5	–	44·7
Fourth Class,	43·5	51·5	–	47·5
Averages,	38·1	33·3	24·	35·8
ARITHMETIC:				
Simple Rules,	97·	30·7	*	–
Compound Rules,	50·	39·5	–	–
Reduction,	40·	31·	–	–
Averages for Arithmetic,	62·3	33·7	–	–

It will be perceived by the preceding Table that the rate of progress exhibited by the girls is, on the average, much higher than that of the boys.

TABLE VI. shows the Average Age of Children on Rolls in the last week of December, 1855.

	Average Age.		Average Age.
Boys,	9·7	Infants,	4·8
Girls,	12·2	General Average,	9·

The high average of the girls' ages, particularly as compared with the boys', cannot but be regarded as a most interesting fact. It argues very strongly that when parents have a really good education at hand for their children, they are not slow to embrace it. It is to be remembered that 12·2 years is the *average* age, and not the maximum.

TABLE VII. shows the Number of Children at different Ages on Rolls in the last week of December, 1855.

	Boys.	Girls.	Infants.	Total.
Under 4 Years,	–	–	2	2
4 Years old,	–	–	20	20
5 ,,	–	–	10	10
6 ,,	–	–	8	8
7 ,,	1	2	2	5
8 ,,	8	2	–	10
9 ,,	14	4	–	18
10 ,,	9	7	–	16
11 ,,	6	7	–	13
12 ,,	10	7	–	17
13 ,,	3	7	–	10
14 ,,	3	9	–	12
15 ,,	3	1	–	4
16 ,,	2	3	–	5
Above 16 Years,	1	4	–	5

* The Infants do not learn higher than Simple Rules.

Whilst there were only twelve *over* twelve years of age in the boys' school, this table shows that there were exactly twice that number in the girls' school. In the infants' school it is remarkable that there were more under than over five years of age.

TABLE VIII. shows the Religious Denomination of the Children on Rolls for the last week of December, 1855.

Religious Denomination.	Boys.	Girls.	Infants.	Total.
Established Church, . .	10	9	4	23
Roman Catholics, . .	11	13	12	36
Presbyterians, . .	47	41	20	108
Other Dissenters, . .	2	6	2	10
Totals, . . .	70	69	38	177

I regret to have to inform the Board that there were only two visits paid by any clergymen during the time of religious instruction during the whole of the year 1855. Of course the religious teaching was conducted by the teachers in the absence of the clergymen.

TABLE IX. shows the Number on Rolls of the several Religious Denominations at the close of each of the years mentioned.

		Religious Denominations.				Totals.
		Established Church.	Roman Catholics.	Presbyterians.	Other Denominations.	
1852,	Males, . .	12	14	69	2	97
	Females, . .	13	19	29	2	63
	Infants, . .	8	9	21	1	39
	Total, . .	33	42	119	5	199
1853,	Males, . .	13	15	50	–	78
	Females, . .	11	12	35	2	60
	Infants, . .	12	9	31	1	53
	Total, . .	36	36	116	3	191
1854,	Males, . .	8	13	36	3	60
	Females, . .	9	15	25	4	53
	Infants, . .	8	10	21	3	42
	Total, . .	25	38	82	10	155
1855,	Males, . .	10	11	47	2	70
	Females, . .	9	13	41	6	69
	Infants, . .	4	12	20	2	38
	Total, . .	23	36	108	8	177

Table X. shows the Occupation of the Parents of the Children, and the Rates of Payment for 31st December, 1855.

—	Numbers.	Quarterly.		
		5*s.*	2*s.* 6*d.*	1*s.* 1*d.*
Labourers, . . .	12	–	–	12
Servants, ...	6	–	4	2
Farmers, ...	58	16	30	12
Mechanics, . . .	32	2	12	18
Shopkeepers, . . .	33	5	16	12
Clerks and Public Officers, .	19	4	2	13
Other Occupations, . .	12	1	–	11
Private Persons, . . .	5	1	–	4
Total, . . .	177	29	64	84

Table XI. shows the Destination of the Boys and Girls who left during the Year 1855.

Destination.	Boys.	Girls.	Total.
Another School, . . .	7	2	9
Not known, ...	20	4	24
Became Teachers, . . .	3	1	4
Bad Health, ...	16	3	19
Apprenticed, . . .	3	10	13
Servants, ...	3	–	3
Emigrated, ...	–	2	2
Employed at home, . . .	13	32	45
Left town, ...	–	3	3
To Infant School, . . .	–	1	1
Left for Winter, . . .	–	24	24
Totals, ...	65	82	147

The large number whose destination is not known—twenty in the boys' school and four in the girls'—shows that the relations between the teachers and the pupils are not as intimate as they ought. It is certainly any thing but creditable to find that nearly one-third of the children who left the boys' school, went off so unceremoniously, as to leave the master in ignorance of the cause of their leaving; and, on the other hand, it looks very strange that so many could quit a school in which the average for the whole year was only about 40, without inquiry or search of any kind having been made as to the cause of their removal or in respect to their destination.

Table XII. shows the Classification of the Pupils at the end of the Year 1855.

Subjects.	Boys	Girls	Infants
Lesson Books. Book I.,	–	–	23
„ II.,	5	–	13
Sequel,	8	5	2
Book III.,	20	20	–
„ IV.,	15	34	–
„ V.,	22	10	–
Scripture Lessons,	63	–	–
Sacred Poetry,	–	–	38
Grammar. Parts of Speech *only*,	33	25	38
Parsing and Syntax,	37	44	–
Derivations,	57	54	–
Composition,	22	54	–
Geography. Lessons on Maps *only*,	5	–	38
From Text Books. Local,	65	20	–
From Text Books. Mathematical & Physical,	57	44	–
Arithmetic. Tables *only*,	–	–	23
Simple Rules,	22	25	15
Compound do.,	11	34	–
Proportion,	15	10	–
Practice, Interest, &c.,	22	–	–
Mental,	70	44	–

Subjects.	Boys	Girls	Infants.
Writing. On Slates *only*,	2	–	24
„ Paper,	68	69	–
From Dictation,	68	44	–
Branches for Females. Sewing,	–	20	–
Knitting,	–	10	–
Netting,	–	2	–
Embroidery,	–	15	–
Straw Platting,	–	1	–
Cutting Out,	–	2	–
Extra Branches. British Poets,	22	–	–
Mensuration,	57	–	–
Geometry,	22	–	–
Algebra,	22	–	–
Book-keeping,	22	–	–
Trigonometry,	–	–	–
Reasoning,	22	–	–
Agriculture,	22	–	–
Navigation,	–	–	–
Music,	–	69	38
Drawing,	57	–	–

TABLE XIII.—Showing the names, &c., of Pupil-Teachers who left during the year 1855.

Name.	Age.	Religious Denominations.	Former Employment, or that of their Parents.	Where Educated.
William Doherty,	17	Roman Catholic,	Farmer,	Bacan N.S.
Samuel Hood,	18	Established Church,	Same,	Lisnatunny.
Edward Greenlees,	23	Presbyterian,	Labourer,	Ballycraigey.
Samuel Boyd,	19	Presbyterian,	Farmer,	Coleraine Model

Name.	When Appointed.	Time of Training.	Time of leaving, and destination.
William Doherty,	May 9, 1855,	1 Year,	May 10, 1855, Business (shop).
Samuel Hood,	Dec. 5, 1854,	1 Year,	Dec. 12, 1855, Teacher.
Edward Greenlees,	Dec. 6, 1854,	10 Months,	October 8, 1855, same.
Samuel Boyd,	Dec. 11, 1854	10 Months,	October 3, 1855, same.

APPENDIX G.

IV. Reports on District Model Schools.

Coleraine.

TABLE XIV. shows the Names, &c., of all the Pupil-

Name.	Age.	Religion.	Former Employment, or that of Parents.
John Boyd,	19	Presbyterian,	Farmer,
Robert Hickeson,	17	Ditto,	Teacher,
James O'Kane,	17	Roman Catholic,	Pensioner,
Arthur Wylie,	18	Established Church,	Teacher,
Hugh Doherty,	17	Roman Catholic,	Farmer,
John Kirkpatrick,	22	Dissenter,	Ditto,
Charles M'David,	18	Roman Catholic,	Ditto,
William Craig,	17	Presbyterian,	Ditto,
John Aiken,	17	Ditto,	Ditto,
Edward Sheils,	16	Roman Catholic,	Teacher,
Thomas M'Kay,	18	Established Church,	Labourer,
William Burns,	19	Presbyterian,	Farmer,
Robert Cunningham,	16	Ditto,	Ditto,
George M'Murray,	17	Established Church,	Ditto,
Peter Harbison,	18	Presbyterian,	Ditto,
Samson M'Cotter,	17	Roman Catholic,	Carpenter,
John Boyle,	16	Ditto,	Teacher,
James Clarke,	17	Presbyterian,	Grocer,
John Boyd Greaves,	15	Established Church,	Dealer,
Thomas Muirhead,	16	Ditto,	Farmer,
John Anderson,	19	Ditto,	Ditto,
Daniel M'Vicker,	19	Roman Catholic,	Cooper,
Thomas Scott,	18	Established Church,	Shoemaker,
William John Adams,	17	Presbyterian,	Labourer,
Gage Boyd,	18	Ditto,	Farmer,
Henry M'Allister,	16	Roman Catholic,	Teacher,
Thomas Connor,	17	Established Church,	Carpenter,
Samuel Boner,	18	Presbyterian,	Farmer,
George Starkey,	16	Roman Catholic,	Coast Guard,
James M'Clelland,	18	Presbyterian,	Farmer,
William Doherty,	18	Roman Catholic,	Ditto,
Samuel Hood,	18	Established Church,	Ditto,
Edward Greenlees,	23	Presbyterian,	Ditto,
Samuel Boyd,	19	Ditto,	Ditto,
Robert Hunter,	19	Established Church,	Labourer,
James M'Kenna,	16	Roman Catholic,	Farmer,

TABLE XV.—Showing the Names, &c., of all Monitresses

Name.	Age.	Religion.	Occupation of Parents.
Bridget Griffith,	17	Roman Catholic,	Master of Fisheries,
Mary Caldwell,	15	Presbyterian,	Grocer,
Maryanne Clarke,	16	Ditto,	Teacher of N.S.,
Eliza Wylie,	18	Established Church,	Teacher,
Sarah Dornan,	15	Roman Catholic,	Builder,
Jane Loughrey,	15	Ditto,	Shopkeeper,
Maryanne M'Allister,	15	Ditto,	Teacher,
Martha Kenedy,	14	Presbyterian,	Foundery Owner,
Eliza Dugan,	15	Established Church,	Shopkeeper and Farmer,
Sarah Cowan,	16	Presbyterian,	Stationer and Farmer,
Sarah Hannan,	14	Roman Catholic,	Farmer,
Ellen Hickeson,	18	Presbyterian,	Teacher,
Fanny D. Taylor,	18	Dissenter,	Matron of Workho. Hosp.
Isabella Adams,	16	Presbyterian,	Farmer,
Bessie M'Gran,	16	Roman Catholic,	Carpenter,
Rose A. Hannan,	14	Ditto,	Farmer,
Susan Sheil,	18	Ditto,	Teacher,

Teachers who entered the School up to 31st December, 1855.

Where Educated.	Date of Appointment.	Time of Training.	Date of Leaving, and Destination.
Killeague N.S.,	June 1, 1850,	10 months,	April 1, 1851, Teacher.
Ballinteer N.S.,	Ditto, .	13 months,	July 26, 1851, Ditto.
Crana Hill N.S.,	Ditto, .	2⅔ months,	Aug. 24, 1850, Constabulary.
Tullybane N.S.,	Ditto, .	9 months,	March 4, 1851, Teacher.
Coleraine Model,	Oct. 1, 1850,	Ditto,	June 23, 1851, Ditto.
Damhead . .	Jan. 1, 1851,	12 months,	January 1, 1852, Ditto.
Not known, .	Ditto, .	2½ months,	March 17, 1851, Ditto.
Granaby N.S., .	Ditto, .	13 months,	February 7, 1852, Ditto.
Coleraine Model,	April 1, 1851,	14 months,	June 12, 1852, Ditto.
Ditto, . .	Ditto, .	10 months,	Feb. 18, 1852, Ditto.
Ballywall C.E.S.,	June 1, 1851,	11½ months,	May 25, 1852, Ditto.
New Crom N.S.,	July 1, 1851,	14½ months,	Sept. 11, 1852, Ditto.
Killeague, . .	Ditto, .	12 months,	July 31, 1852, Farming.
Carradoan, .	Sept. 1, 1851,	Ditto,	September 11, 1852, Teacher.
Ballymena Model,	March 1, 1852,	10 months,	January 4, 1853, Ditto.
Droghead, . .	Ditto, .	11 months,	February 2, 1853, Ditto.
Letterkenny, .	Ditto, .	12 months,	March 2, 1853, Not known.
Coleraine Model,	Oct. 1, 1852,	Ditto,	October 1, 1853, Teacher.
Ditto, .	Ditto, .	1½ months,	Dec. 17, 1853, To business.
Ballyrattan, .	Ditto, .	6 months,	April 18, 1853, Dismissed.
Collins, . .	Ditto, .	12 months,	October 1, 1853, Teacher.
Defferick, .	March 1, 1853,	Ditto,	March 13, 1854, Ditto.
Ditto, . .	Ditto, .	Ditto,	March 15, 1854, Ditto.
Ditto, . .	Jan. 1, 1853,	6 months,	July 2, 1853, Ditto.
Collins, . .	Feb. 1, 1853,	12 months,	Feb. 14, 1854, Ditto.
Ballymoney, .	March 1, 1853,	2 months,	May 26, 1853, Absconded.
Kilrea, . .	Dec. 1, 1853,	12 months,	December 9, 1854, Teacher.
Newbrownly, .	Ditto, .	Ditto,	Ditto, Ditto.
Ballyucan, .	Ditto, .	½ month,	December 16, 1853, Farmer.
Coleraine Model,	Oct. 1, 1853,	12 months,	October 1, 1854, Teacher.
Bacan, . .	May 1, 1854,	Ditto,	May 10, 1855, Business.
Lisnatunney, .	Dec. 1, 1854,	Ditto,	December 12, 1855, Teacher.
Ballycraig, .	Ditto, .	10 months,	October 8, 1855, Ditto.
Coleraine Model,	Ditto, .	Ditto,	October 3, 1855, Ditto.
Templepatrick, .	Feb. 1, 1855,	–	Still in School.
Rathclinn, . .	Ditto, .	–	Ditto.

who served in this School up to 31st December, 1855.

Where Educated.	Date of Appointment.	Length of Training.	Date of Leaving, and Destination.
Coleraine Academy	June 1, 1850,	1 month,	July 10, 1850, Convent.
Ditto, .	Ditto, .	2⅛ years,	September 29, 1852, Teacher.
Kiltyveety N.S., .	Oct. 1, 1850,	1⅙ years,	December 31, 1852, Ditto.
Cloughcorr N.S.,	Ditto, .	2⅓ years,	February 29, 1852, Ditto.
Coleraine Academy	Ditto, .	3 months,	Jan. 31, 1851, Employed at home.
Killowen-st. N.S.,	Feb. 1, 1851,	7 months,	August 19, 1851, Teacher.
Ditto, .	Sept. 1, 1851,	2⅔ years,	June 29, 1854, Ditto.
Coleraine Model, .	Jan. 1, 1852,	4⅙ years,	Feb. 29, 1856, No occupation.
Ditto, .	March 1, 1852,	4 years,	Ditto, Sick.
Coleraine Academy	May 1, 1852,	1¼ years,	August 1, 1853, Shop girl.
Randalstown N.S.,	June 1, 1852,	1⅓ years,	August 31, 1853, Teacher.
Coleraine Model, .	Nov. 1, 1852,	7 months,	June 13, 1853, Ditto.
Ditto, .	Oct. 1, 1853,	–	Still in School.
Ditto, .	Sept. 1, 1853,	–	Ditto.
Portaferry, .	Oct. 1, 1854,	7 months,	May 31, 1854, No occupation.
Randalstown, .	June 1, 1854,	–	Still in School.
Coleraine Model, .	July 1, 1854,	–	Ditto.

Appendix G. The following is the Pupil-Teachers' Time Table, Summer Half Year.

IV. Reports on District Model Schools.

Coleraine.

Hour.	Employment of Time.
5½ o'clock, .	To rise. The bell to be rung by one of the Pupil-Teachers: this office to be taken in turn.
H. M. H. M.	
5 30 to 6 30,	Dressing, devotions, ablutions, making their beds, &c.
6 30 to 6 35,	To present themselves in Pupil-Teachers' study, and read out their names in the book kept by the Resident Master for that purpose.
6 35 to 7 0,	Filling the cistern with water, for the supply of the fountains, &c.; cleaning their shoes, &c.
7 0 to 8 0,	In study, preparing the lessons they will be called upon to teach during the day, and to write out copies for their respective writing lessons.
8 0 to 8 20,	Relaxation in the yard.
8 20 to 9 0,	Dusting with cloths the several school-rooms, desks, forms, doors, mouldings, &c.
9 0 to 9 30,	Breakfast.
9 30 to 10 0,	Scholars admitted to the play-ground.
10 0 to 3 0,	In the School, teaching, &c.
3 0 to 3 25,	Making pens for the scholars for following days; ventilating the school-rooms, by opening the doors; watering the floors preparatory to sweeping; pumping water into the cistern.
3 25 to 3 35,	Washing hands, and preparing for dinner.
3 35 to 4 15,	Dinner.
4 15 to 4 30,	Sweeping floors of school-rooms.
4 30 to 5 30,	On Tuesdays, Thursdays, and Fridays, walking or out-door exercise, if the weather permit, if not in study; and on the remaining week-days in study; if on the others they have been prevented from going out, and the weather be fine, walking or working on the ground.
5 30 to 7 30,	Study.
7 30 to 8 0,	Relaxation.
8 0 to 8 30,	Supper.
8 30 to 9 15,	Music and Study.
9 15 to 9 30,	Preparing for bed, and at 9 40 lights extinguished in the dormitory.

The following is the Paid Monitresses' Time Table for Morning Class :—

Days.	Subject.	Time. Min.	Subject.	Time. Min.	Teacher.
Monday, .	Derivations, . .	10	Arithmetic, . .	50	Mrs. Campbell.
Tuesday, .	Reading, . . .	30	Subject and Method		
Wednesday,	Derivations, . .	10	of Teaching, . .	30	Miss Bryan.
Thursday, .	Geography and Spelling Book Superseded,	20	Grammar, . . Writing from Dictation, . . .	50 40	Mrs. Campbell. Miss Bryan.
Friday, .	Needlework from half-	past	eight to half-past nine,	A.M.,	Miss Hanson.
Saturday, .	Repetition from half-	past	eight to half-past nine,	A.M.,	Miss Bryan and Mrs. Campbell, alternately.

PAID MONITRESSES' PROGRAMME, for 1855.

Reading.—Introductory part of Sullivan's Class Book. The practice of reading in prose and verse, in the various Lesson Books, and in "the Selections from the British Poets."

Spelling-Book Superseded.—All the Rules of Spelling—English Etymologies—Difficult and Irregular Words—Verbal Distinctions—Synonymes—Proverbs with application, and writing from dictation.

Lesson Books.—The entire of Second Book, Sequel, No. 2, and Third Books—Greater part of Fourth—Fifth Book to the thirtieth page, together with its historical sections.

Geography Generalized.—The first ten chapters.

Maps—Of the World, Europe, Ireland, America, Africa, and Palestine.

Slate Arithmetic.—To the end of Practice, and a portion of Interest.

Mental Arithmetic.—All the Rules in the small Arithmetic.

Grammar.—The whole of the Text Book, also the principles of Orthoepy.

Writing.—A copy each day, &c.

Composition.—An essay each fortnight on any given subject, as "Mental Cultivation," "Bodily Exercise."

Parsing.—The poetry of Third Book. This sometimes alternates with paraphrasing, or construing sentences.

The preceding Tables and documents will afford the Commissioners a very accurate view of the state of the Coleraine School, in many most important particulars.

The question of increasing the usefulness of the Model Schools is one to which I shall take the liberty of addressing myself in my Report for next year. I believe that we have great educational resources in those noble institutions, and that the most valuable, the most fruitful, and the most comprehensive of them remain still undeveloped.

I have the honour to remain, Gentlemen, your very obedient servant,

PATRICK JOSEPH KEENAN.

The Secretaries, Education Office,
Marlborough-street, Dublin.

JOINT REPORT for the year 1855, upon the Examination of the Pupils attending the Coleraine District Model Schools, by PATRICK JOSEPH KEENAN, Esq., Head Inspector, and R. ROBINSON, Esq., District Inspector.

GENTLEMEN,—We have the honour to submit to you, for the information of the Commissioners of National Education, the following Report upon the examination held by us, at the Coleraine District Model School, in the month of December, 1855.

APPENDIX G.

IV. Reports on District Model Schools.

Coleraine.

Object of Examination.—The special object of the examination was to test the progress of the pupils for the year just ended; and the opportunity presented by the examination was favourable to an exposition of the organization and system of teaching pursued in the School to the parents of the children and to those of the locality who were interested in National Education.

Examination, Public and Private.—There were two parts in the examination—the public and private; the object of the latter being to enable us, when free from interruption and distraction, to ascertain minutely the acquirements of each child in the subjects set forth in the programme or course of study; and of the former, to exhibit to the public, in as concise a form as possible, the results of our examination.

In using the word private, we beg to remove any misconception that may be attached to it; at both examinations the public had full liberty of attending, but believing it to be the interest of all parties, it was judged expedient that they should be *invited* to but one.

Private Examination.—The private examination continued from the 3rd to the 8th inclusive, from 10 to 4 o'clock each day without intermission; but even so long a time as this was found inadequate, and some days had afterwards to be given to its completion. During this time, each child in the male, female, and infant departments, was fully examined on all the subjects contained in the school programmes. These programmes were drawn up by the several teachers, under our supervision. A copy of each is given in the Appendix.

General Results of Private Examination.—Before entering into the details of this examination, it will be necessary to state, for the information of the Board, that the arrangement of the children in classes is somewhat different from that adopted in Ordinary National Schools. In the male department, the following are the classes arranged in the order of their seniority: First and Second Drafts of Fifth Book; Fourth Book; First and Second Drafts of Third Book; Sequel No. 2, and No. 1; and lastly, consisting of very young children, the Second Book. In the female department there is a somewhat different arrangement introduced, as the above was found to be inapplicable to it. The classes in the order of their seniority, are, Fifth Book; First, Second, and Third Drafts of Fourth Book; First and Second Drafts of Third Book; Sequel No. 2, and No. 1. In this school the children seldom commence their education, so that the lowest class is Sequel No. 1.

These classes, in both schools, are again arranged for the purpose of gallery instruction into divisions. In the male department, the divisions are, senior, middle, and junior; the first embracing both drafts of Fifth Book; the second, the entire of Fourth and Third Books; and the last, the remaining classes. In the female department, on the other hand, there are only two divisions, the senior, embracing Fifth and Fourth Books, and the junior the others. The infant department consists of Sequel Book class, first and second drafts of Second Book, and First Book.

The results of the private examination will be seen from the Tabular Reports we give in the following pages, and the statements which accompany them.

BOYS' SCHOOL.

Junior Division.—The reading of this division was, in the lower classes, without fluency, and only partially correct. Much attention is still required to this important part of education. *Spelling* was of an average fairness. *Grammar* was but little known, and *Geography* was confined to an imperfect idea of the outlines of the Map of the World.

Middle Division.—Reading, while it exhibited a slight advance as compared with the junior division, was still deficient in ease and expression; the most obvious defect was, however, reading without appearing to understand the subject-matter of the lessons. *Spelling* was fair; *Grammar* and *Geography slightly* better than in the lower classes. In grammar the children should have been accustomed to give reasons for their answers, and their intellect should have been cultivated as well as their memory. Many of them answered questions contained in the text-books, with considerable fluency, but were totally unable to answer analogous questions not contained in their ordinary lessons. The answering in *arithmetic* was pretty fair in itself, but for children of a Model School much below what we had a right to expect.

Senior Division.—Reading was characterized by fluency, and by a fair amount of expression, but in this, also, there is much room for improvement. The answering in *grammar* was tolerable; in *spelling*, fair; in *arithmetic*, only middling; in *extra branches*, very slight, and in *geography* unsatisfactory. Geography is taught on a bad system. The rote system is still pursued.

The condition of the school in *each class*, and on *each subject*, will be more accurately and minutely seen from the accompanying Table, in which we have embodied the statistics of our examination.

TABLE showing the Per Cent. of Questions answered, to number asked.

	Classes.								
	Second.	Sequel No. 1.	Sequel No. 2.	Second of Third.	First of Third.	Fourth.	Second of Fifth.	First of Fifth.	Average.
Reading,	C^3	C^1	B^3	B^3	C^{1*}	B^3	B^{1*}	B^1	–
Spelling Book,	15	22	25	26	24	36	33	33	27
Grammar,	15	24	33	20	36	14	38	56	30
Dictation,	25	34	30	33	33	30	33	40	32
Geography,	10	34	20	30	30	23	18	23	23
Arithmetic,	–	40	27	35	36	50	16	22	28
Tables,	10	18	36	28	42	30	50	63	35
Lesson Books,	5	10	12	29	28	48	30	40	25
Etymology,	–	–	–	–	–	26	33	33	31
Geometry,	–	–	–	–	–	–	38	29	22
Algebra,	–	–	–	–	–	–	–	–	–
Money Matters,	–	–	–	–	–	–	15	8	11·5
Reasoning,	–	–	–	–	–	–	–	19	9·5
Mensuration,	–	–	–	–	–	–	–	17	8·5
Book-keeping,	–	–	–	–	–	–	43	86	64·5
Agriculture,	–	–	–	–	–	–	10	43	26·5
Poetry,	–	–	–	–	–	–	–	–	–
Average,	11·4	26·	26·1	28·5	32·7	32·	22·	32·	26·

GIRLS' SCHOOL.

Junior Division.—Reading was fair, the pronunciation correct, and the tone of the voice good. Some attention to the junior classes is required, in which the reading was more or less hesitating. *Spelling*, satisfactory; *grammar*, tolerable; *geography*, indifferent; *arithmetic*, fair. *Needlework* is conducted with great care, and embraces principally the simpler portions of plain and fancy work; the pupils execute the pieces with considerable skill and neatness.

Senior Division.—Reading, superior in every way, the meaning of each passage was well expressed, while the tone of voice was sweet and pleasing. *Spelling*, very good; in the *science of grammar* there was considerable quickness; but the parsing and analyzation of sentences were somewhat below the average. *Geography*, fair; *arithmetic*, only middling—the rudiments of this require attention. The *needle-work* of this division showed that superior skill which might be expected from the excellence apparent in the lower classes. It embraced the principal portions of female apparel, together with the higher branches of fancy-work. New kinds of fancy-work have been recently introduced, but too recently to be included in the examination.

For a full and complete analysis of our examination we beg to refer you to this table:—

TABLE II.—Showing the per centage of questions answered out of the number proposed.

Class.	Reading.	Spelling Book.	Grammar.	Geography.	Dictation.	Arithmetic.	Tables.	Lessons.	Etymology.	Mental Arithmetic.	Poetry.	Geography Generalized.	General Averages.
Sequel, No. 1, . .	B^3	38·	24	23	20	40·	36	33	–	–	–	–	45·
Sequel, No. 2, . .	B^3	57·	38	35	35	61·	66	15	–	–	–	–	44·
Second Division of Third	A^3	55·	39	51	50	52·	82	24	–	–	–	–	50·4
First of Third, . .	B^1	51·	44	50	40	52·	60	18	46	32	50	–	45·3
Third Division of Fourth	B^1	46·	36	35	45	35·	80	21	45	66	77	20	49·
Second Div. of Fourth,	A^2	66·	27	60	50	40·	82	14	40	33	73	20	46·
First Division of Fourth,	A^3	70·	53	66	50	35·	80	50	50	35	100	46	57·8
Fifth, . . .	A^1	53·	25	53	70	15·	82	50	50	60	90	35	54·
General Average, .	–	54·5	36	44	45	41·2	71	28	46	45	80	30	48·

The *writing* in both male and female departments was very fair.

INFANTS' SCHOOL.

The general answering of the pupils of this school was very satisfactory, considering their ages. Their discipline and moral training were excellent. In singing the school rhymes, and performing the other ordinary exercises peculiar to such a department, they displayed general quickness and taste.

The accompanying table exhibits the results of our examination:—

Classes.	Reading.	Spelling.	Grammar.	Geography.	Arithmetic.	Averages.
Second Division of Second, .	C^2	27·	16·	16·	40·	27·5
First Division of Second, .	C^1	43·	50·	33·	28·	38·5
Sequel, . . .	A^2	40·	33·	–	11·	21·
Averages, . . .	–	36·6	33·	16·3	26·6	29·

N.B.—The marks employed to designate skill in reading are, A^1, A^2, A^3; B^1, B^2, B^3; C^1, C^2, C^3; A^1 being the highest and C^3 the lowest degree of excellence, and the intermediate letters being in accordance with their relative positions.

Public Examination.—This was held in the infant school, on the 10th of December.

Being anxious to have the affairs of this institution as widely known

as possible in its surrounding neighbourhood, we invited, during the previous week, the attendance of the nobility, clergy, and gentry, who were interested in the cause of education; together with the attendance of the parents of the pupils enrolled on the school books.

In addition to these, the usual invitations, we requested the attendance of all the National Teachers who could conveniently come on the day of examination, deeming it most desirable that they should witness the general arrangements of the schools, the order and answering of the pupils, together with the style of examination adopted by the teachers. Hitherto it has not been considered expedient (or, perhaps, it has not been thought of) to issue such invitations, but we have formed the highest idea of the advantages of such a course. It is impossible to overestimate the good results that are likely to arise from an occasional visit to a Model School upon such an occasion.

We are happy to state that the attendance was very large and influential. Many of the most respectable inhabitants of the town and vicinity attended, although much personal inconvenience must have been felt from the season. We have determined for the future to hold the examinations earlier in the year, that those who feel an interest in this Model School may attend without being exposed to the inclemency of a winter's day. The neighbouring teachers came in great numbers, and appeared to take great interest in the proceedings.

The following were among the visiters:—Lady Emily and Miss Richardson, Somerset House; Miss Barklie, Mullamore; Revs. W. M'Clure, Derry; J. Canning, J. M'Donnell, Coleraine; J. Simpson, Portrush; J. Martin, Camus; and J. Huston, D.D., Macosquin; Alexander Barklie, Esq., Mullamore; J. J. M'Aldin, Esq., M.D., Coleraine; Baptist Scott, Esq., Enniskillen; W. Cain, Esq., M.D., Coleraine, &c.

On the day of examination there were in the Boys' School seventy-four on rolls; and of these, fifty-six were present. In the Girls' School, seventy-one were on rolls, and seventy present; while in the infant school, thirty were present out of thirty-eight on rolls. There were, therefore, *one hundred and fifty-six* children, more or less, fully examined in presence of the numerous visiters on this day.

The National Anthem having been chanted, the business of the day commenced by the examination of the junior division of girls on reading, sacred poetry, grammar, geography, arithmetic, and spelling. The answering surpassed that of the private examination, being quick, generally accurate, and intellectual.

Next succeeded the examination of the *junior division* of the Boys' School, on the same subjects. The answering was generally fair, particularly in spelling. The children seemed to want the quickness and energy exhibited by the girls.

The most interesting feature of the day—the examination of the infants—next succeeded. It was conducted, with very happy results, by Miss Bryan, principal mistress of this school.

The young creatures exhibited an amount of perception and judgment which, when we take their average age into account, was very gratifying. Among other songs, they sang "God save the Queen," "God bless our Native Land," with taste and expression.

The senior division of the Girls' School was examined on grammar, geography, arithmetic, poetry, writing from dictation, and domestic economy.

Their answering on all the subjects was satisfactory; but on domestic management and writing from dictation, it was of a superior kind. In the latter, the spelling was not only unusually correct, but the writing was neatly and carefully executed.

The general intelligence exhibited by this division, even on subjects and in positions which must have been new to most of the girls, was very gratifying, and frequently noticed by the visiters.

The day's proceedings terminated by the examination of the remaining classes of boys in the higher branches of their studies. The answering was tolerably animated and correct.

We believe that, on the whole, the public examinations were unusually successful, and that the visitors were well pleased with the appearance and order of the children.

Premiums.—The Commissioners placed at our disposal the usual sum of £10, to distribute in premiums among the most deserving children of the three schools, in order to mark their approbation of good answering, good attendance, exemplary conduct, and general attention to school duties.

In addition to this, we gave to each child selected for a premium on any subject, a certificate of merit, printed on parchment. A copy of this certificate is attached. See Appendix.

These certificates were of three classes, first, second, and third. Pupils entitled to three distinct premiums received a *first* class certificate of merit, in addition to the money to which they were entitled; if they answered well on two subjects only, they received a certificate of the *second* class; and if on one only, of the third class.

The money was distributed somewhat differently; no child, no matter what its answering, could receive money for more than two subjects; the *rank* of the certificate given was held a proper compensation for the additional superior answering. A child, therefore, holding a second class certificate might receive, and generally did, the same sum as one holding a first class; but the distinction of each was known, however, to be essentially different.

The general arrangements by which we proposed to distribute the £10 among the several classes will be seen from the following Tables:—

MALE SCHOOL.

Subjects.	Fifth Class.			Fourth Class.			Third Class.			Sequel, 2½ Class.			Second.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Lessons,	0	5	0	0	4	0	0	3	0	0	2	6	0	2	0
Grammar,	0	5	0	0	4	0	0	3	0	0	2	6		–	
Geography,	0	5	0	0	4	0	0	3	0	0	2	6	0	2	0
Arithmetic,	0	5	0	0	4	0	0	3	0	0	2	6	0	2	0
Dictation,	0	5	0	0	4	0		–			–			–	
Spelling,	0	4	0	0	3	0	0	2	6	0	2	0	0	1	6
Composition,	0	5	0		–			–			–			–	
Totals,	1	14	0	1	3	0	0	14	6	0	12	0	0	7	6

EXTRAS.

	£	s.	d.
Writing,	0	5	0
Attendance,	0	5	0
Higher branches of Mathematics,	0	5	0
Total,	0	15	0

Total amount of premiums in Male School, thirty=£5 6*s*.

FEMALE SCHOOL.

Subjects.	Fourth Class.			Third Class.			Sequel.			Second.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Lessons,	0	4	0	0	3	0	0	2	6	0	2	0
Grammar,	0	4	0	0	3	0	0	2	6		–	
Geography,	0	4	0	0	3	0	0	2	6	0	2	0
Arithmetic,	0	4	0	0	3	0	0	2	6	0	2	0
Dictation,	0	4	0		–			–			–	
Composition,	0	4	0		–			–			–	
Spelling,	0	3	0	0	2	6	0	2	0	0	1	6
Totals,	1	7	0	0	14	6	0	12	0	0	7	6

EXTRAS.

	£	s.	d.
Writing, one premium,	0	4	0
Attendance, „	0	4	0
Work, four at 3*s.*	0	12	0
Total Extra,	1	0	0

Total of premiums in Girls' School is therefore twenty-seven, and amount £4 1*s.*

INFANT SCHOOL.

Subjects.	Sequel Class.			Second Class.		
	£	s.	d.	£	s.	d.
Lessons,	0	1	6	0	1	0
Geography,	0	1	6	0	1	0
Spelling,	0	1	6	0	1	0
Tables,	0	1	6	0	1	0
Total,	0	6	0	0	4	0

EXTRAS.

	£	s.	d.
Attendance, two premiums, at 1*s.* 6*d.* each,	0	3	0

Total, therefore, in Infant School ten premiums=13*s.*

SUMMARY.

	£	s.	d.
Male School—Thirty premiums, value,	5	6	0
Female School—Twenty-seven premiums, value,	4	1	0
Infant School—Ten premiums, value,	0	13	0
Total,	10	0	0

We give this arrangement in full, owing to the peculiar principle which exists in its construction, viz., the amount of the premium in shillings corresponds with the name of the class, except in spelling, and for it the value in any class is equal in shillings to the name of the class below it.

The above are the general arrangements we proposed following, but from several reasons, principally, however, from bad answering on some subjects, rendering it impossible to give premiums for them, we were obliged to alter the details.

The following Tables show the amount of premiums given in each class, and for each subject. How far the distribution differs from the above scheme may be also seen, as the statistics are arranged on a similar plan.

MALE SCHOOL.

Subjects.	Fifth Class.	Fourth Class.	Third Class.	Sequel Class.	Second Class.	Total.
	£ s. d.	£ s. d	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lessons, . .	Nil.	0 4 0	0 3 0	0 2 6	Nil.	0 9 6
Grammar, .	0 5 0	Nil.	0 3 0	0 2 6	–	0 10 6
Geography, .	0 5 0	0 4 0	0 3 0	0 2 6	Nil.	0 14 6
Arithmetic, .	Nil.	Nil.	0 3 0	0 2 6	Nil.	0 5 6
Dictation, .	0 5 0	Nil.	–	–	–	0 5 0
Composition, .	Nil.	–	–	–	–	–
Spelling, . .	0 4 6	0 3 0	0 2 6	0 2 0	Nil.	0 12 0
Writing, . .	–	–	–	–	–	0 5 0
Extra Branches,	–	–	–	–	–	0 5 0
Attendance, .	–	–	–	–	–	0 5 0
Totals, .	0 19 6	0 11 0	0 14 6	0 12 0	–	3 12 0

GIRLS' SCHOOL.

Subjects.	Fifth Class.	Fourth Class.	Third Class.	Sequel.	2nd Class.	Totals.
	£ s.	£ s.	£ s. d.	£ s. d.	£ s.	£ s. d.
Lessons, .	0 5	0 4	0 3 0	Nil.	Nil.	0 12 0
Grammar, .	Nil.	0 4	0 3 0	0 2 6	–	0 9 6
Geography, .	0 5	0 4	0 3 0	0 2 6	Nil.	0 14 6
Arithmetic, .	0 5	0 4	0 3 0	0 2 6	Nil.	0 14 6
Dictation, .	0 5	0 4	–	–	–	0 9 0
Composition,	0 5	–	–	–	–	0 5 0
Spelling, .	0 4	0 3	0 2 6	0 2 0	Nil.	0 11 6
Extras.						
Writing, .	–	–	–	–	–	0 5 0
Attendance, .	–	–	–	–	–	0 5 0
Female Industry.						
General Neatness, &c.,	–	–	–	–	–	0 5 0
Plain Work,	–	–	–	–	–	0 5 0
Netting, .	–	–	–	–	–	0 5 0
Crochet, .	–	–	–	–	–	0 3 6
Berlin Work,	–	–	–	–	–	0 2 6
Other kinds,	–	–	–	–	–	0 2 6
Totals, .	1 9	1 3	0 14 6	0 9 6	Nil.	5 9 6

INFANTS' SCHOOL.

Subjects.	Sequel Class.			Second Class.			Totals.		
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Lesson Books, .	0	2	6	0	1	6	0	4	0
Geography, .	Nil.			0	1	6	0	1	6
Spelling, . .	0	2	6	0	1	6	0	4	0
Tables, . .	0	2	6	0	1	6	0	4	0
Attendance, .	Two premiums of 2*s.* 6*d.*						0	5	0
Totals, .	0	7	6	0	6	0	0	18	6

N.B.—Where the word "nil" occurs, the answering has been so bad as to oblige us to refuse a premium to all the children in the class. We regret that it occurs so frequently.

We have the honour to remain, Gentlemen,

Your very obedient Servants,

PATRICK JOSEPH KEENAN, Head Inspector.
R. ROBINSON, District Inspector.

The Secretaries,
Education Office.

APPENDIX.

PROGRAMME of CHRISTMAS EXAMINATION of 1855.—No. 1. GIRLS.

Sequel, No. 1.—Spelling: first class of words. Grammar: to be able to distinguish the noun, article, and adjective. Geography: to know the position of the principal countries. Arithmetic: Addition and Subtraction. Tables: Addition and Subtraction, with half of Multiplication table. Poetry: "The Ant and the Grasshopper." Lesson Books: first thirty-two pages.

Sequel Class, No. 2.—Spelling: first class of words, with the sentences for dictation. Grammar: to be able to distinguish the noun, article, adjective, and verb. Geography: to know the position of the principal countries, rivers, lakes, &c. Arithmetic: Simple Subtraction. Tables: to know the Multiplication table. Lesson Books: from page 18 to 35, and from 56 to 59, and also from 89 to 126. Needlework: a specimen of all each girl can do. Poetry: "The Coot seated on its Nest, and floated down the River in a Storm."

Third Class, No. 2.—Spelling: first two classes of words, and the words at the beginning of the lessons in the Third Book, to page 140. Grammar: from the beginning to page 40 (large type). Geography: the definitions. Maps: the World and Ireland. Arithmetic: the simple rules. Tables: Multiplication table. Needlework: a specimen of all each girl can do. Lesson Books:—Sequel, No. 2, from page 131 to 162; Third Book, from page 30 to 47; Poetry, "Against Pride in Clothes," "The Gleaner," and "A Hebrew Melody."

Third Class, No. 1.—Spelling: the first three classes of words, and the rules for spelling. Grammar: from the beginning to page 48 (large type only). Derivations: all the prefixes and affixes; also first six columns of Latin roots. Geography: the definitions (small treatise). Maps: the World, Europe, and Ireland. Arithmetic: the simple rules, with Compound Addition, and Subtraction. Mental arithmetic: first two rules. Tables: Multiplication and Pence tables. Composition:

an essay on a simple subject. Parsing: any simple prose sentence in lesson first. Lesson Books:—Sequel, No. 2, from page 131 to 199; Third Book, from page 73 to 116. Needlework: a specimen of all each girl can do. Poetry: "A Hebrew Melody," "Spread of the Gospel," and "Heaven, or the Better Land."

Fourth Class, No. 3.—Spelling: first five classes of words; first eight columns of difficult words, page 122; all the rules for spelling, with exceptions. Grammar: first fifty pages, and eight rules of Syntax. Parsing: "Blessed be thy Name for ever." Derivations: the prefixes, affixes, and Latin roots, as laid down in Spelling Book. Geography: first two chapters of Geography Generalized. Maps: the World, Scotland, and Ireland. Arithmetic: Reduction of Money, Troy, Apothecaries, and Avoirdupois weight. Mental arithmetic: first eight rules in small treatise. Tables: to the end of Avoirdupois weight. Composition: an essay on a given subject. Household work: to the end of the rules given for the prevention of accidents by fire. Lesson Books: Third Book, lessons 41, 42, 43, 53, 45, 47, 48, 50, 51; Fourth Book, to page 14. Needlework: a specimen of all each girl can do. Poetry: "On Cruelty to Animals," and "The Heavenly Rest."

Fourth Class, No. 2.—Spelling: the five classes of words; first eight columns of difficult words, page 122; all the rules for spelling, with exceptions. Grammar: first sixty-one pages, and ten rules of Syntax. Parsing: "Blessed be thy Name for ever." Derivations: the prefixes, affixes, and Latin roots, as laid down in Spelling Book. Geography: first three chapters of Geography Generalized. Maps: the World, Europe, and Ireland. Arithmetic: Reduction of Weights and Measures. Mental arithmetic: the first ten rules in small treatise. Tables: the ordinary weights and measures. Composition: an essay on a given subject. Household work: to the end of the rules given for the prevention of accidents by fire. Lesson Books:—Third Book, lessons 5, 8, 59, 68, 78, 87, and 90; Fourth Book, the Vegetable and Animal Kingdoms. Needlework: a specimen of all each girl can do. Poetry: "A Fable," "The Day of Rest," and "Christ's Second Coming."

Fourth Class, No. 1.—Spelling: the five classes of words; first twelve columns of difficult words, page 122; and all the rules for spelling, including exceptions and notes. Grammar: from the beginning to the conjugation of verbs, and the first twelve rules of Syntax. Parsing: poetical piece, "Omnipresence of God." Derivations: the prefixes, affixes, and Latin roots, as laid down in Spelling Book Superseded. Geography: first three chapters of Geography Generalized. Maps: the World, Europe, England, and Ireland. Arithmetic: Simple Proportion. Mental arithmetic: the first ten rules in small treatise. Tables: Multiplication and Pence tables, with the ordinary weights and measures. Composition: same as Fifth Class, but the subject given will not be so difficult. Household work: at least to the end of the rules given for the prevention of accidents by fire. Lesson Books: Fourth Book, sections 1 and 2, with section 3, to page 173. Needlework: a specimen of all each girl can do. Poetry: "Omnipresence of God," "A Bird's Nest," "Voyage Round the World," and "What is Time;" Selections from British Poets, Vol. II., "The Prisoner to a Robin who came to his Window," page 312, and "The Wounded Eagle," page 323.

Fifth Class.—Spelling: the five classes of words; all the difficult words, with meanings, page 122; all the rules for spelling, and etymology, from page 143 to page 203. Grammar: all the grammar, except prosody. Derivations: all included in Grammar and Spelling-book. Geography: first six chapters of Geography Generalized. Maps: the

World, Europe, United States, England, Ireland, and Scotland. Arithmetic: to the end of Vulgar Fractions; also Addition of Decimals. Mental arithmetic: all the rules in the small treatise. Tables: all the Table Book. Parsing: any sentence chosen by Inspector, from page 93 to page 110, of Literary Class Book. Composition: an essay on a given subject, written at home. Household work: to page twenty-six. Needlework: a specimen of all each girl can do. Lesson Books:—Fifth Book, General view of the globe, Mountains, the Ocean, Springs, rivers, and lakes; Changes in the surface of the earth; the Atmosphere, the Winds, Aqueous vapours; Fourth Book, Vegetable Kingdom, seven first lessons; Girls' Book—nutmeg tree, mahogany tree, tea tree, coffee tree, and sugar cane. Poetry: "Benefits of Affliction," page 273, Vol. I. (Southey); "Real Nobility," page 226, Vol. I. (Dryden); "God the Author of Nature" (Cowper); "A Child's first impression of a Star," Vol. I., page 327 (N. P. Willis); "To a Seagull," Vol. II., page 324 (Gerald Griffin); "The Days of Creation," Vol. I., page 176.

No. 2. Boys.

Second Class.—Reading: Second Book, first four lessons of Section II. Spelling: words throughout those lessons. Tables: Multiplication table. Maps: Map of the World.

First Sequel Class.—Reading: Sequel, Part I. Spelling Book: first class. Grammar: to distinguish article, adjective, noun, and verb. Geography: great divisions of land, and leading boundaries of each. Dictation: words of their Spelling Book. Arithmetic: Notation and Numeration—two periods—Addition, Multiplication table.

Second Sequel Class.—Reading: Sequel, Part II., from page 55 to 63. Spelling Book: first class. Grammar: to distinguish parts of speech. Geography: great divisions, with mountain ranges. Dictation: an easy sentence of first class. Arithmetic: Notation and Numeration—three periods—Addition, Subtraction, and Multiplication —Multiplication and money tables.

Third Class (*lower division*).—Reading: Third Book, geographical lessons. Spelling Book: first and second classes. Grammar: to parse an easy sentence. Geography: Mathematical, form of the earth; local, maps of the countries of their Reading Lessons. Dictation: sentences for dictation of first and second class of words, in Spelling Book. Arithmetic: simple rules. Tables: Multiplication, money, and weights. Mental Arithmetic: first rule.

Third Class (*higher division*).—Reading: Third Book, lessons on Scripture history. Spelling Book: first three classes. Grammar: to parse an easy sentence. Geography: same as lower division. Arithmetic: slate, Compound Rules; mental, first three rules. Tables: Multiplication, money, and weights. Dictation: sentences for dictation of first three classes of the Spelling Book.

Fourth Class.—Reading: Fourth Book, geographical pieces on Asia. Spelling Book: first four classes. Grammar: to parse any easy sentence, and apply some of the Rules of Syntax. Geography: Mathematical, form and motions of the earth; local; the countries of their Reading Lessons. Arithmetic: slate, Proportion, Practice, and Fractions; mental, first eight rules. Tables: money, weights, and measures. Dictation: sentences for dictation of first four classes of Spelling Book.

Fifth Class (*lower division*).—Reading: Fifth Book; lessons on

physical geography; biographical sketch of Chaucer, and selections from ditto. Spelling Book: first five classes and rules of spelling. Geography: mathematical, all; local, maps of great divisions and of British isles. Dictation: any sentence read twice over. Arithmetic: slate, mercantile; mental, first sixteen rules. Money matters: all. Reasoning: first eight lessons. Book-keeping: first four sets. Algebra: to simple equations. Mensuration: superficies. Geometry: first book. Agricultural Class Book: first part.

Fifth Class (*higher division*).—Reading: Fifth Book, mechanics; biographical sketches, &c., the same as lower division. Spelling Book: first five classes, rules of spelling and English etymologies. Geography: same as lower division. Dictation: same as lower division. Arithmetic: same as lower division. Money matters: all. Reasoning: same as lower division. Book-keeping: same as lower division. Algebra: simple equations. Mensuration: superficies. Geometry: first two books. Agricultural Class Book: first part.

No. 3. Infant School.

Class, Sequel, No. 2.—Reading, and subject-matter and spelling to the 50th page. Grammar: to distinguish parts of speech. Geography: Maps of the World, Europe, Ireland. Arithmetic: half of multiplication table, pence table; to read and set down any number of four places of figures.

2*nd Book Class.*—Reading, and answer simple questions on the subjects of the lessons to the end of the 3rd section. Grammar: to distinguish the noun, adjective, and verb. Geography: The World and Ireland. Arithmetic: Multiplication table to four times; answer simple questions in pence table; to read and set down any number of three places of figures.

1*st Book Class* (*first division*).—To read and spell to the end of the 2nd section, and understand the meaning of words. Geography: the Map of the World. Grammar: noun, adjective, and verb. Arithmetic: to add, mentally, any two or more numbers.

Gallery Instruction.—General questions on natural history. Object lessons on birds—Condor, Ostrich; The Whale, Camel, Hare, Elephant. Sacred and descriptive poetry. A little elementary knowledge of form.

Coleraine District Model School.—Certificate of Merit and Award of Premium.

At the Public Examination held on the day of , 1855, was awarded a Class Premium by the Commissioners of National Education for superior answering in , and general attention to School business during the year.

By desire of the Commissioners of National Education,

———— *Head Inspector.*

———— *District Inspector.*

No. 7.—Joint Report for the Year 1855, upon the Examination of the Pupils attending the Newry District Model National School, by James Patten, Esq., M.D., M.R.I.A., Head Inspector, and Alex. John Simpson, Esq., District Inspector.

Newry.

Newry, 7th September, 1855.

Gentlemen,—We have the honour to state, for the information of the Commissioners, that on Tuesday and Wednesday, the 4th and 5th inst., we held, in the District Model School here, the annual examinations of the pupils—males, females, and infants, numbering over 200—the result of which has been in the highest degree satisfactory.

A week previously we issued notices to the clergy and others, informing them of the approaching examination, and in consequence a very large and respectable audience attended to witness the proceedings, with which they expressed themselves gratified. Among those present were the Right Rev. Bishop Leahy, Coadjutor to the Right Rev. Bishop Blake, the latter, from infirmity, being unable to attend; the Very Rev. the Dean of Dromore, the Rev. Messrs. Alexander, Dodd, O'Brien, Lindsay, Brennan, Patterson, Blake, O'Hagan, Murphy, Hughes, and several others, amply representing the different religious denominations in the town and neighbourhood. Mrs. Close, of Drumbanagher; Captain and Mrs. M'Kenzie, 59th Regiment; Mrs. Fivey and party, Rostrevor; Isaac Corry, J.P. and D.L.; Samuel Parsons, J.P.; Doctors Morrisson and Starkey, Mrs. Doctor Molloy, the Misses Denvir, M. Denvir, Esq., solicitor, James M. D'Arcy, Esq., Herr Wagner, J. M. Magee, Esq., solicitor, Mr. and the Misses Murphy, Mr. and Mrs. Boyle, J. Lupton, and A. Small, Esqrs., and upwards of 100 others, relatives of the pupils.

We instituted during the fortnight preceding a most searching examination into the state of the different classes, and had a list of the most meritorious pupils drawn up, to whom, at the close of the second day, premiums, amounting to over ten pounds, and certificates were distributed. During this preliminary examination we were able to ascertain accurately the proficiency of each pupil, and have to bear testimony to the steady progress effected in every department.

The public examinations commenced each day at eleven o'clock, and were continued until nearly four—the ordinary classes being exercised principally by the pupil-teachers and paid monitresses, thus exhibiting to the public the teaching power in daily use, and the examination in physical science being conducted by Dr. Clarke, and Mr. Brady, the head master. The answering on every branch was highly satisfactory.

Dr. Clarke examined very minutely, for a portion of each day, the class studying physical and applied science, and the readiness with which solutions were given to very abstruse but practical questions seemed to please and astonish many of the audience, while the various tests and experiments given in illustration interested all. A programme was circulated through the room, and the subjects selected by the audience were gone into as far as possible, while almost every subject contained in the syllabus was touched on, and many of the pupils exhibited intimate knowledge of all examined on. The application of "science" to agriculture and the arts, formed a particularly interesting portion of this examination.

If any proof were necessary of the practicability of uniting a higher class of education with that ordinarily imparted in model schools, we respectfully submit that this institution supplies it. But a year has elapsed since the important branch—physical science—was engrafted here by Dr. Clarke; under his directions, in his absence, the class

Appendix G.

IV. Reports on District Model Schools.

Newry.

was carefully attended to by Mr. Brady; and now we have before us the pleasing *fact* of some thirty youths grounded in its principles, and trained to trace effects to their causes, to see in every atom of matter subject for contemplation and reflection, and in the various pursuits of life to bring to bear the knowledge now acquired, whilst in all the ordinary branches of their education, satisfactory progress has been made. Besides these direct advantages, the pupil-teachers who are under training to become schoolmasters, have been so "initiated" that they will not fail to pursue the study of natural science, and impart to their pupils in turn, when appointed to schools, that information which has been to them so interesting.

We would earnestly press on the Commissioners to still further popularise this model school by securing the services of a classical master; arranging that each pupil attending him, able to pay ten shillings per quarter, shall do so, but that a few of the poorer boys who may exhibit superior talent and general merit shall procure free admission, and that, if possible, one or two scholarships in Queen's College, Belfast, shall be open to such free pupils for competition, thus affording to humble worth an opportunity of advancement.

In the girls' school-room many very well executed specimens of chalk and pencil drawing were suspended, and quantities of plain and fancy work of various descriptions covered the tables—the former executed by the mixed class of boys and girls.

We regret to have to state that in vocal music we could have no satisfactory exhibition, as neither teacher is competent to conduct effectively the singing class; to remedy this defect we would recommend the appointment of a local music master, there being a person very well suited resident in Newry.

Allow us, in conclusion, again to press on the Commissioners' attention the absolute necessity which exists for the appointment of an assistant, in the male department at least, as each year's experience more fully convinces us that, for the proper training of the young teachers, as well as for the *still more effective* working of the entire establishment, such a person is indispensable.

We have the honour to be your most obedient servants,

James Patten, Head Inspector.

Alex. John Simpson, District Inspector.

The Secretaries, &c.

Clonmel.

No. 8.—Report upon the Clonmel District Model National School, for the year 1855, by Timothy Sheahan, Esq., A.M., T.C.D., Head Inspector of National Schools.

Gentlemen,—I have the honour to submit, for the information of the Commissioners, this my report upon the Clonmel District Model School, for the year 1855.

In my last report I found it necessary to call attention to the serious inconvenience the teachers of the male and female depart-

ments had to complain of for the want of due accommodation, and the necessity of attaching suitable and convenient class-rooms to each of these departments.

Now that the character of the instruction imparted is every day improving, and the attendance increasing in proportion as the institution gains upon public confidence, the remedying of a defect so pressing will, it is to be hoped, be a mere question of time with the Commissioners. It would be very desirable, indeed, if the importance of detaching the female department from that of the males, as is the case in the Kilkenny and Waterford Schools, were kept in view, whenever the contemplated additions and alterations shall be under consideration.

The field attached to the play-ground has been this year taken from the head master, and laid down with grass seeds. As soon as the enlargement of the buildings takes place, additions can be made from this to the present play-ground, which, being encroached upon by the new erections, will become too confined. At present there is only a narrow yard for the infants to play in, and the space attached to the female school is scarcely suitable for the purpose intended.

Attendance.—In Appendix [A] there is given a return of the attendance for each month of this year. From this you will perceive that for the first three months the attendance was unusually low in all the schools, but more so in the girls' and infants' schools than in the boys'. This was owing to the very severe weather, and to the windows of the school-rooms being broken and admitting the rain very freely, and the delays involved in getting in new sashes instead of the inferior ones that had been before in use. For the summer months, and during the harvest—even on till Christmas—the attendance in each school was as high as the accommodation would warrant. The following table shows the average number on the rolls, and present in each school, during this and the preceding year :—

School.	1854.			1855.		
	Daily Average.			Daily Average.		
	On Roll.	Present.	Present to 100 on Roll.	On Roll.	Present.	Present to 100 on Roll.
Boys, . .	117	96	82	109	83	78
Girls, . .	71	53	74	90	70	77·7
Infants, . .	62	39	75	62	47	75·5
Total, .	240	188	77	261	200	77

This return exhibits an increase in the totals of the daily averages for this year. In the female school the increase has been considerable ; in the infant department it has not been equally high ; while the falling off in the male school can be accounted for by the withdrawal of seven pupils who were sent to a classical school, and four who entered the Board's service—one as ordinary teacher, and three as pupil-teachers. On the whole, whether we consider the numbers that were under instruction in the three departments, the character of the instruction itself, or the teachers' success in communicating it, there is every reason to be pleased with what has been done here during this year.

Religious Denominations.—From the following return of the religious denominations it will be seen that, in the boys' school, twenty per cent. of the pupils are Protestants; in the girls', sixteen; and in the infants, twenty-two. No change has been made in the arrangements for giving religious instruction. The Commissioners' rules are, on this point, strictly adhered to; and I am happy to say, not a single instance of complaint arising from the mixture of the different persuasions, either during the hours of study or those set apart for recreation, has been brought under my notice during the entire year.

Social position of Parents.—On looking at the return of the occupations of the parents of the 256 children on the rolls on the 31st December, 1855 (Appendix B), two very important matters suggest themselves for our consideration. Taking into account the population of Clonmel, we have the humbler and the middle classes of society fairly represented here. We have also a fair representation of the different persuasions to which these classes respectively belong.

How, then, it may naturally be asked, does it come to pass that here, and only here, and in like institutions, we find the long-desired union of different parties, between whom, even still, so many disuniting influences are so actively working, and who cannot even yet, no matter how well disposed, thoroughly rid themselves of those mutual prejudices which had their first existence in times different from the present, but which require still further time and a more enlarged moral development for their utter and entire extinction? It appears to me that the cause may be simply traced to the concern generally felt by parents to secure for their children the best education that their means and opportunities can reach; and that because they have a confidence in these schools, as being the best that offer for their purpose, they avail themselves of them, notwithstanding the early prejudices above alluded to, and their conventional impressions in favour of classification and social distinction. But we cannot in these model schools meet all the requirements of the middle classes, as regards the education of their children. Classics are not taught them here, and without a knowledge of classics they are, no matter how talented and industrious, virtually excluded from the colleges and universities, the learned professions, and the appointments, both in the civil and the military service, now disposed of by competitive examination. These posts of emolument and distinction are anxiously sought after by candidates from the different colleges and universities throughout the country. They are admitted by all to be fair objects of ambition for educated students of all persuasions. The preparatory as well as the special instruction required by candidates is attended with expense, which parents of independent means only would be in a position to incur. Now, we have no schools at Clonmel, and like towns through the country, at which persons of moderate means could get their children well grounded in such a knowledge of classics as would qualify them for entrance into some one of the colleges or universities, where they would receive such instruction as would enable them to contend for these prizes against the sons of those in more favourable circumstances. This want has been long felt here, and expression has been given to the feeling on more than one occasion, at the public examination of these schools; and resolutions were unanimously passed, requesting the Head and District Inspectors to lay before the Commissioners the wishes of the meeting on the question. For a time a hope was entertained that the application would not be altogether unattended with success, owing, probably, to the parties not being aware of the difficulties that interposed. The Committee of the Me-

chanics' Institute, at length, tired of the delay, and despairing of seeing, at least for some time, classical instruction introduced into the Model School, made a united effort to introduce it into the school attached to the institute. The preliminaries were all arranged, and there was a fair prospect of ample funds to secure and continue the services of a well-qualified classical master; but, unfortunately, the teacher selected by the Committee happened to be of a different persuasion from that of many, if not most of the parents, whose children were expected to attend his instruction; and this, as but too often happens, led to a division, which was followed by the removal of many of the pupils; and ultimately, only a few remaining to join the class, the whole thing fell to the ground.

I have alluded to and dwelt upon this case for the purpose of showing the great difficulty in establishing a respectable mixed school by private agencies and resources. Sooner or later, it is sure to assume a denominational character; and then, losing the joint support which is essential to its existence, it quickly follows the fate of those that preceded it.

These observations apply chiefly to day schools of a mixed character in such towns as Clonmel and Kilkenny, where the middle classes are pretty fairly mixed, and they go to prove the necessity of establishing for these classes, with the public aid, schools of a higher order than the National Schools, but on the same principle.

Extent of Instruction.—In the subjoined joint report, which has been carefully prepared by Mr. MacCreanor, the District Inspector, the classification and proficiency of the pupils in each of the three departments, and in the different branches, are given in detail.

There was no public examination this year, owing, in a great measure, to the late period to which the general examinations were unavoidably deferred. Besides, before the preparatory examinations were brought to a close, I became indisposed; so that the winding up of the entire business, and the determining of the premiums, devolved, in a great measure, on Mr. MacCreanor—a duty which he discharged with alacrity, ability, and judgment.

I have the honour to be, Gentlemen, your obedient servant,

Timothy Sheahan, A.M., Head Inspector.

Joint Report of Timothy Sheahan, Esq., A.M., T.C.D., Head Inspector, and Edward MacCreanor, Esq., District Inspector, upon the Annual Examination of the Clonmel District Model National School, held in December, 1855.

Gentlemen,—We have the honour to submit, for the information of the Commissioners, our report of the examinations held by us in the Clonmel District Model Schools, for the year 1855.

These examinations were commenced on the 3rd and concluded on the 10th December.

Classification and Proficiency at the end of the Year.

Infants' School.

Classification.		Proficiency.	
Book I.,	49	Able to read and spell in Sections II. and III. of Book I.,	24
Book II.,	6	Able to read & spell fairly in Book II.,	10
Sequel,	7	,, ,, Sequel,	2

Classification and Proficiency—*continued.*

Infants' School—*continued.*

Classification.		Proficiency.	
Parts of speech,	22	Able to point out vowels, diphthongs, &c.,	20
		Able to point out nouns, articles, adjectives, verbs, adverbs; and define words, syllables, &c.,	12
Lessons at maps,	62	Acquainted with leading definitions and outlines of the Map of the World,	16
		Acquainted with outlines and principal divisions of Europe and Ireland,	8
Arithmetical tables,	40	Acquainted with tables fairly,	20
Simple rules,	22	,, ,, addition and subtraction,	9
		Acquainted with multiplication and division,	4
Mental or oral arithmetic,	62		
Writing on slates,	30	Able to write in large-hand,	15
,, paper,	16		
,, from dictation,	8		
Sewing,	10		
Singing,	62		

The pupils were generally well instructed in the subjects taught on the gallery—Natural history, geography, recitation of poetry, and singing.

Girls' School.

Classification.		Proficiency.	
Book II.,	34	Able to read Book II., fairly	30
Sequel,	23	,, ,, and Sequel correctly,	30
Book III.,	23	Able to read Book III., and higher Books, with ease and expression,	20
,, IV.,	10	Acquainted with parts of speech, &c., &c., in easy sentences,	50
Parts of speech only,	34	Able to parse syntactically,	31
Parsing and Syntax,	56	Acquainted with prefixes, affixes, and leading roots of words,	16
Derivations,	33	Able to write sentences from dictation with tolerable accuracy,	36
Composition,	10	Able to write sentences from dictation with ease and correctness,	30
Lessons at maps only,	34	Acquainted with geographical definitions, and leading outlines of the Maps of World and Ireland,	40
Local geography,	56	Acquainted with the above, and all the Continents and British Isles,	42
From books and maps, mathematical and physical,	33	Mathematical and physical, with Maps of Palestine and Ancient World,	16
Simple rules of arithmetic,	34	Well acquainted with simple rules and first principles of arithmetic,	65
Compound ,,	23	Well acquainted with compound rules,	28

Classification and Proficiency—*continued.*

Girls' School—*continued.*

Classification.		Proficiency.	
Proportion,	23	Well acquainted with proportion and the higher rules,	8
Advanced rules of arithmetic,	10		
Mental arithmetic,	90		
Writing on paper,	90	Able to write fairly,	50
		„ a neat and stylish hand,	30
Writing from dictation,	80		
British Poets,	21		
Singing,	90		
Drawing,	56		
Sewing,	60	The specimens of both plain and fancy needlework were numerous, and very creditable both to teacher and pupils. They were much admired during the year by ladies who visited the establishment.	
Knitting,	10		
Embroidery,	10		
Cutting out,	10		

Reading, writing, and mental arithmetic in this department generally good. Grammar, geography, and writing from dictation, very fair in junior classes, and good in part of senior classes. Arithmetic, generally fair; and reading, with recitation from the "Literary Class Book" and "Selections from the British Poets," very respectable. Vocal music and drawing very satisfactory, for the time devoted to them.

Boys' School.

Classification.		Proficiency.	
Book I.,	3		
„ II.,	24	Able to read Book II. tolerably,	40
Sequel,	12	„ „ and Sequel fairly,	20
Book III.,	47	Able to read Book III., and higher, with ease and expression,	24
„ IV.,	10		
„ V.,	5		
British Poets and Literary Class Book,	15		
Parts of speech,	39	Acquainted with parts of speech, &c., &c., in easy sentences,	30
Parsing syntactically, &c.,	62	Able to parse syntactically,	41
		„ „ and account for figures of speech, &c., &c.,	11
Derivations,	62		
		Acquainted with Spelling Book Superseded, generally,	11
Composition,	15	Able to write sentences from dictation with tolerable accuracy,	42
		Able to write sentences from dictation with ease and correctness,	13
Lessons at maps only,	27	Acquainted with geographical definitions and leading outlines of the	
Local geography, from books and maps,	74	Maps of World and Ireland,	40
Mathematical and physical,	62	Acquainted with geographical definitions and leading outlines of the Maps of all the Continents, British Isles, &c., &c.,	36
		General course,	18
		Problems on terrestrial globes,	4

CLASSIFICATION and PROFICIENCY—*continued.*

BOYS' SCHOOL—*continued.*

CLASSIFICATION.		PROFICIENCY.	
Simple rules of arithmetic,	24	Fairly acquainted with first principles of arithmetic, and simple rules,	72
Compound rules and reduction,	12	Fairly acquainted with compound rules and reduction,	58
Proportion, and higher rules,	62	Fairly acquainted with proportion, practice, &c.,	32
		Fairly acquainted with general course of arithmetic,	20
Mental arithmetic,	98		
Writing on paper,	101	Able to write fairly,	46
		,, with ease and freedom,	10
Writing from dictation,	74		
Bookkeeping,	15	Bookkeeping, tolerably,	8
		,, fairly,	7
Mensuration,	26	Mensuration, tolerably well,	10
		,, very fairly,	9
Geometry,	26		
Algebra,	26		
Reasoning,	15	Reasoning (1st part), tolerably,	6
		,, ,, very well,	9
Vocal music,	101		
Drawing,	39		
Physical Science,	26		

In geometry, to the end of the Fourth Book, and in algebra, to the end of Simple Equations, the answering was, generally, very fair.

Though the proficiency in the different subjects made by the junior classes was only of a medium character, it should be borne in mind that the pupils of those classes were very young, only a short time in attendance, and very deficient at entrance. In the middle and senior classes,—in reading, grammar, geography, and arithmetic,—the proficiency was pretty satisfactory, whilst that of a few was most creditable. Writing, spelling, and writing from dictation, did not receive the amount of attention that their importance had demanded. In reading, history, and the extra branches, the character of the answering was creditable.

Physical Science.—The pupils of the Fourth and Fifth Classes were closely—in parts, minutely—examined on mechanics, hydrostatics, pneumatics, electricity, galvanism, the properties of heat and the steam-engine; also on the introductory parts of chemistry and geology. We are aware they were also prepared on optics, electro-magnetism, and natural history, but we had not sufficient time to devote to the examination of these subjects. Of those examined, the answering of seventy per cent. was most creditable alike to the teachers and pupils.

Promotions.—The following table shows the number of promotions, from lower to higher classes, which were made in each school during the year:—

	Boys.	Girls.	Infants.
From Book I. to Book II., ...	–	–	8
„ Book II. to Sequel, ...	19	–	13
„ Sequel to Book III., ...	29	13	–
„ Book III. to Book IV., . . .	7	2	–
„ Book IV. to Book V., ...	3	–	–
Total Promotions, . .	58	15	21

The small number of promotions shown for the female school might lead a person to suppose that there was very little progress in that department during the year; but the contrary is the case. At the beginning of the year—just after the appointment of the present zealous and energetic teacher, Miss Jones—it was found that the pupils were too highly classed, and they were consequently depressed. During the year they were prepared for their former classes, and fifteen were promoted another additional step.

List of Pupils who obtained Premiums for distinguished answering at the Annual Examination.

Infants' Department.

Second (lowest) Section of Book I.—John Dogherty, Joseph Woods, and Margaret Casey, first rank premium; John Whitston, Mary Callaghan, and William White, second rank premium.

Third Section of Book I.—Mary Bradford, Margaret Cooney, Patrick Carroll, Patrick Callaghan, Rose M'Caffrey, and Eliza Kennedy.

Second Book.—Jane Guiton, first rank premium; Mary Carroll and Alexander Milne, second rank premium.

Sequel Class.—Susan Graham, Rose Casey, Charles Horrigan, first rank; Eliza Orr, Maria M'Caffrey, second rank; Robert Milne and Margaret Orr, third rank.

Girls' Department.

Fourth Class.—Honoria Cooney, solus; Honoria M'Grath, Kate Bradford, Mary Orr, and Ellen Cullen, first rank; Anne Maher, Ellen Carroll, Jane Groves, and Honoria Butler, second rank.

Third Class.—Senior Division—Ellen Mason, Agnes Shirley, Bridget Jennings, first rank; Eliza Harrigan and Margaret Cunningham, second rank.

Junior Division.—Mary Ahearne, Adelaide Clarke, Kate Butler, and Marianne Davy, first rank; Mary Carroll, Mary E. Butler, Alicia Cooney, and Fanny Davy, second rank.

Sequel Class.—Senior Division—Jane Corbett and Johanna Butler, first rank; Johanna Butler, Maria Shirley, and Mary Dunne, second rank.

Junior Division.—Mary Guiton and Anne Butler, first rank; Maryanne Darney, Kate Carey, and Johanna Kearney, second rank; Anne Anthony, Bridget Cooney, and Mary Carey, third rank.

Second Book.—Senior Division—Grace Orr, Mary Cleary, Ann Carroll, Agnes Groves, and Alicia Power, first rank; Maria Shea, Ellen Shea, Mary O'Brien, Rebecca Graham, Anne Daly, and Mary Anne Cooney, second rank.

Junior Division.—Honoria Mann, Jane Kirk, Maryanne Doolan, Johanna Byrnes, and Jane Shanahan, first rank; Maryanne Kennedy, Honoria Butler, Bridget Carroll, and Mary Dunphy, second rank.

Needlework.—Bridget Hacket, Helen Sargint, Agnes Mann, and Mary Halley.

Drawing.—Mary Orr, Jane Groves, and Kate Bradford.

BOYS' SCHOOL.

Fourth and Fifth Classes.—John Carroll, solus; William Hickey, John Horrigan, George Birnie, and Robert Slattery, first rank; Alfred Quinn, William Carroll, Edward Dorney, and Michael Burke, second rank.

Third Class.—Senior Division—William Prendergast, solus; James Power, Edward O'Donnell, and Thomas Horrigan, first rank; Richard Costen, Joseph Atkinson, Patrick Halley, Richard Casey, and William Murphy, second rank; Michael O'Brien, David Orr, Michael O'Brien, George Duncan, Thomas Murphy, Martin Mulligan, James Halley, and Charles Quinn, third rank.

Third Class.—Junior Division—Owen Davy, William White, and Patrick Donnelly, first rank; George Fetherston, William Hunt, William Flinn, and John Donnelly, second rank; Edward Hewetson, Joseph Burke, John Oneill, and William Hyde, third rank.

Sequel Class.—Patrick Murphy and Stephen Ahearne, first rank; John O'Brien, William Lacy, and Michael O'Brien, second rank; Thomas Brambley, Edward Casey, and John Slattery, third rank.

Second Book Class.—William Dogherty, solus; Thaddeus Dee, and John Neal, first rank; Michael Butler, Thomas Dee, John Dee, Patrick Corcoran, John Hickey, and Thomas Moore, second rank.

Drawing.—John Halloran, William Hickey, John Horrigan, and Oliver Latham.

Good Conduct and Attention.—Richard Corcoran and Patrick Burke.

NUMBER and VALUE of PREMIUMS.

			£	s.	d.
In Boys' School,	57 Premiums, value, . .		7	10	0
In Girls' „	59 „ „ . .		5	13	0
In Infants' „	23 „ „ . .		1	17	0
	Total amount, . . .		£15	0	0

There were four "solus" premiums for remarkably good answering, and in these cases special certificates were given; and a half sovereign and crown pieces were substituted for gold and silver medals. A quantity of confections was distributed in the infants' department, which caused much pleasurable excitement among the joyous little banqueters.

The following form of certificate, on parchment, was given with each premium:—

"CLONMEL NATIONAL MODEL SCHOOLS.

"The Commissioners of National Education have awarded this Certificate to ————, in testimony of————distinguished answering in——— Class, at the Public Examination held in these Schools, in December, 1855, by the Head Inspector and Inspector of the District.

"(Signed,) "TIMOTHY SHEAHAN, Head Inspector.
"EDW. MACCREANOR, District Inspector."

Distribution of Time.—Religious instruction has been given during the year, as usual, on Mondays, Tuesdays, Wednesdays, and Thursdays, from ten till half-past ten o'clock; and on Fridays, from ten till eleven o'clock. Secular instruction is given in all the departments,

from half-past ten till three o'clock; and the division of time is almost the same as that shown by last year's report. The principal change is, that lessons prepared at home are now said before ten o'clock; so that above half an hour has been added to the time for secular instruction, which is an important advantage.

Drawing.—The present skilful and punctual master, Mr. Healy, opened his classes in this establishment late in October, 1854. For the want of suitable materials and accommodation, he was able to effect almost nothing until the commencement of 1855. During the year the attendance averaged fifty males, and sixty females. The system pursued commences with "Free-hand Outline Drawing from Copies" first, with "Linear Geometry," in due course, as a collateral study. "Linear Perspective" and "Model Drawing" are next taken up in this course, and "Architectural Drawing" follows, after due preparation on the principles of projection, &c.

To seven pupils of this school one prize each was awarded by the Department of Science and Art—a specimen from each having been sent to the competitive exhibitions of specimens from all the schools of art in Great Britain and Ireland, held in "Gore House," London, in November last. To one of these seven was awarded a premium, which, for a school in its first year, was very creditable, when it is considered that only fifty such premiums were awarded to all the public schools in the British isles.

For the names of those that obtained the prizes, see the Premium List. The exhibition premium was awarded to John Halloran.

Vocal Music.—This humanizing and delightful branch of education has been maintained during the year by Mr. Joseph Boyd, the assistant master, and Miss Jones, mistress of the girls' school, with surprising effect, though only about an hour and a-half each week could be spared to it from the other business. The pupils have been taught to sing, with great ease and correctness, a very extensive collection of the most admired songs. Much more time and special instruction would, however, be required to enable them to *read off* music, and *sing at sight*.

Teachers, &c.

Boys' School.—Mr. Terence Smyth is still resident master and principal of the boys' school. He has conducted the business during the year with his accustomed zeal and efficiency, and continued the instruction and experiments in physical science with great credit to himself and advantage to this establishment. The assistant teacher, Mr. Joseph Boyd, has also given great satisfaction by his regularity, efficiency, and strict attention to the business of his office.

Girls' School.—During the past year the business of this department has been conducted, with very great ability, by Miss M. A. Jones. She has given great satisfaction to all concerned with the schools; and we are aware that the very considerable increase of attendance at her school is principally owing to the high estimation in which she is so justly held by the parents of her pupils and the public.

Infants' School.—In the infants' school a change of teachers took place in August last, when the late very satisfactory teacher, Miss E. J. Dennistoun, was appointed principal of the girls' department of the Waterford District Model National School. The present teacher, Miss M. M'Kinstry, seems calculated to support the high character which has marked the progress of this school.

During the past year the pupil-teachers and paid monitors and monitresses have given general satisfaction. Since the opening of this school

APPENDIX G.

IV. Reports on District Model Schools.

Clonmel.

in 1849, the number of pupil-teachers appointed is 53. Of these, 30 are National Teachers, and, I understand, 10 of them are in First Class; there are 7 still in the house; and of the remaining 16, 7 obtained respectable clerkships, 4 emigrated, and the rest are at business.

Only two paid monitors have been appointed: one of them has gone as apprentice to a cabinet-maker; the other is still in the school.

The number of paid monitresses appointed, from the opening of the school, amounts to 30; of these, 8 are still in the school. Of the 23 who have left, the destinations are: National Teachers, 8; nuns, 2; governess, 1; emigrated, 4; dead, 1; business, 1; and domestic duties, 6.

The female department has also been attended by 16 candidate teachers, of whom 10 are now teachers of National Schools, 3 married, 1 dead, and 2 still attending.

From the above it may be seen that this establishment has afforded a training to 101 young persons, above half of which number are now teachers.

Opinions of Visitors.—On the 21st of August last the schools were visited by two of the Commissioners of National Education, the Marquess of Kildare and Dr. Andrews. His Lordship left the following entry on the Visitors' Book:—"I am extremely pleased with the schools and the appearance of the children."

During the year the schools have been frequently visited by the clergy and gentry of Clonmel and the neighbourhood, who invariably expressed themselves highly pleased with the schools and their management. Amongst others, C. Bianconi, Esq., Dr. Phelan, and W. H. Deane, Esq., C.E., have written flattering observations. The Rev. T. D. Atkinson, Vicar of Ragsley, Staffordshire; Rev. W. Ewing, Vicar of Donegal; and Rev. John MacKeown, Presbyterian Minister, Waterford, have expressed themselves as pleased and delighted with the state of these schools.

On the 10th of October, J. A. Roebuck, Esq., M.P., with Mrs. Roebuck and party from Lady Osborne's, visited and heard classes examined in each of the schools. When leaving, he wrote the following:—"I have been exceedingly pleased with all I have seen, and am sure that Ireland must benefit by this system of education."

Conclusion.—On Saturday, the 22nd of December, the teachers and pupils were all collected into the boys' school-room, where the District Inspector having addressed them in terms of congratulation on the business of the past year, the late examinations, the premiums, and the approaching vacation, the following pieces were sung in full chorus:—"Emma Snow," "Chairs to mend," "Rouse, brothers, rouse," "The cot where I was born," "Come away," "Long may life," "Old folks at home," "Far, far upon the sea," "Come ye into the summer woods," "The kine," "Vesper Hymn," "Christmas Day," "The Shamrock," "Canadian Boat Song," and "The National Anthem."

After this the vacation was announced, when the joyful party cheered right heartily, and separated with many expressions and marks of affection.

We have the honour to remain, Gentlemen, your obedient servants,

TIMOTHY SHEAHAN, Head Inspector.
EDW. MACCREANOR, District Inspector.

The Secretaries, Education Office, Dublin.

Appendix A.

Average Attendance of Children during year 1855.

Months.	Boys.		Girls.		Infants.	
	Average on Roll.	Present.	Average on Roll.	Present.	Average on Roll.	Present.
January,	105	68	77	40	48	23
February,	91	61	76	46	41	23
March,	96	79	83	60	39	33
April,	108	82	86	69	55	45
May,	123	106	100	85	69	55
June,	124	100	102	86	69	60
July,	134	102	103	88	82	68
August,	107	67	92	62	76	59
September,	102	85	84	70	69	62
October,	104	81	94	78	71	57
November,	102	80	96	79	65	45
December,	101	78	91	77	62	38
Average,	109	83	90	70	62	47

Summary.

	On Roll.	Present.
Average Boys,	109	83
,, Girls,	90	70
,, Infants,	62	47
	261	200

Occupation of Parents of 256 Children on Roll, 31st December, 1855.

Occupation.	Boys.	Girls.	Infants	Occupation.	Boys.	Girls.	Infants.
Apothecary,	2	1	–	Pensioner,	2	–	1
Baker,	2	1	–	Poor Scholar,	1	–	1
Blacksmith,	2	1	1	Tanner,	1	–	–
Builder,	2	1	1	Steward,	4	4	8
Carpenter,	–	5	–	Schoolmaster,	1	–	–
Clerk,	10	11	6	Saddler,	–	1	–
Cabinet-maker,	–	2	–	Servant,	2	2	2
Clergyman,	2	–	2	Labourer,	12	5	10
Coach-driver,	–	4	–	Private,	2	–	–
Cooper,	2	2	1	Tobacconist,	2	–	–
Corn Merchant,	3	–	–	Tailor,	4	–	5
Constable,	1	1	1	Watchman,	1	–	–
Coach-maker,	3	–	–	Woodranger,	1	–	–
Distiller,	1	–	–	Medical Doctor,	1	–	–
Draper,	1	–	–	Miller,	–	1	–
Farmer,	20	23	8	Orphan,	1	6	4
Grocer,	3	17	5	Cutler,	–	1	1
Excise Officer,	3	2	1	Publican,	5	1	1
Huxter,	2	–	–	Jailor,	–	–	2
Gilder,	1	1	–				
Gardener,	1	–	1	Total,	101	93	62
Pawnbroker,	2	–	1				

PROGRAMME.—BOYS' SCHOOL, 1855.

Second Book.—Reading: prepared for examination to page 150. Spelling: spelling of words in Lessons. Knew points in reading, vowels, number of syllables in a word. Grammar: a little Grammar—Article, Noun, Adjective, and most knew the verb in a sentence. Arithmetic: Notation and Numeration to nine places. Tables: nearly all knew Multiplication and Pence Tables; also easy sums in Simple Rules, to Multiplication. Geography: a slight acquaintance with Maps of World and General Outline; also meaning of Terms. Writing: all write on paper; some commencing round and small hand. Natural History: knew a little of Vertebrated Sheet; also acquainted with most of the prints and general classification.

Sequel, No. 1.—Reading: prepared for examination to page 150. Spelling of words in Lessons, and in Spelling Book Superseded. Grammar: Article, Noun, Adjective, Verb; nearly all familiar with all the Parts of Speech occurring in their Lessons. Geography: familiar with Map of World, and definition of Terms. Arithmetic: Simple Rules to Long Division, and a little of Compound Rules. Tables: Notation and Numeration to nine places. Multiplication and Pence Tables; also Tables of Time and Weight. Writing: all write round and small hand. Natural History: Vertebrated Sheet and classification.

Sequel, No. 2.—Reading and Lesson Books: prepared for examination to page 137. Spelling: words in Lessons and First Part of Spelling Book. Grammar: nearly all quite familiar with Parts of Speech as they occur in Lessons, and knew to the Verb in Sullivan's Grammar. Geography: Map of World, Europe, &c. Arithmetic: Simple and Compound Rules to Reduction, Notation, and Numeration to many places of figures. Writing: all writing small hand. Natural History: Vertebrated and Invertebrated Sheet, "Prints," and classification.

Third Book, 1st and 2nd divisions or drafts.—Reading and Lessons: prepared for examination to page 100. Grammar: Parsing easy sentences, with Syntax, as they occur in Lessons. Knew large type in Sullivan's Grammar—a little Derivation and knowledge of Prefixes, Affixes, &c. Spelling: First and Second Parts of Spelling Book, Rules of Spelling, &c. Writing: all write small hand on paper. Arithmetic and Tables: Simple and Compound Rules and Reduction, and most of Simple Proportion; familiar with all the useful Tables. Geography: Maps of World and Great Divisions; also England, Ireland, and Scotland. History: Historical Sketch of Great Britain and Ireland. Natural History: familiar with Patterson's Sheets and Subdivisions. Physiology: a knowledge of the diagrams in Animal Physiology. Steam Engine: knew several parts of Steam Engine.

Third Book, 3rd and 4th, or highest divisions.—Reading and Lesson Books: prepared for examination on whole of Third Book. Spelling and Derivation: First Four Parts of Spelling Book, Rules of Spelling, Prefixes and Affixes, most of Latin and Greek Roots. Grammar: Parsing of Simple and Compound Easy Sentences; knew nearly all of Sullivan's Grammar, both large and small type. Writing: all write small hand neatly. Geography: Map of World and Great Divisions, British Islands, Palestine, and Maps of Ancient World. History: Historical Sketch of Great Britain and Ireland, and Sketch of Ancient History. Arithmetic: Proportion to Practice, also Square Root, and a little of Decimals. Mensuration and Geometry; most of Plane Superficies, First Book of Euclid. Natural History: familiar with Patterson's Sheets and Classification. Animal Physiology: knew very well the Diagrams of Animal Physiology. Physical Science: Mechanical Powers, Heat, Thermometer, Steam Engine, a little Chemistry and Geology, and a knowledge of Johnson's Sheets on Natural Philosophy.

Fourth and Fifth Book Classes.—Reading and Lesson Books: prepared for examination on whole of Fourth Book, and First and Second and Third Sections of Fifth Book. Spelling Book: Rules of Spelling; Prefixes, Affixes, and Roots; most of difficult words and irregularities in Spelling. Grammar: Parsing in Poetry and Prose, also entire of Sullivan's Grammar, including portions on Figures and Rhetoric. Geography: whole of Maps in School, first ten chapters of Geography Generalized. History: Sketch of Ancient and Modern History as given in Lesson Books. Arithmetic: knew to Exchange, besides Square and Cube Roots. Algebra: to Simple Equations, a few knew Quadratics. Euclid: to end of Fourth Book and a few in Sixth Book. Mensuration: a knowledge of Superficies and a little of Solids. Writing: write a good business hand. Book-keeping: First Four Sets of Book-keeping. Reasoning: to end of Ninth Lesson. Physiology: quite familiar with whole of diagrams. Physical Science: a fair knowledge of Chemistry, and an acquaintance with many experiments and tests; knew History and Diagrams of Steam Engine, Heat, a little of Geology, Hydrostatics, Hydraulics, Pneumatics, also Mechanics, and Mechanical Powers, &c.

DESTINATION of NINETY-SIX PUPILS who left, permanently, Boys' School, during 1855, and cause of leaving.

Employed at home,	20
Apprenticed,	8
Appointed Schoolmaster,	1
Ill health,	4
Got situation as Clerk,	1
Went to learn classics,	7
Left neighbourhood,	7
Went to other Schools,	38
Distance and journey,	6
Appointed Pupil-Teachers,	3
Emigrated,	1
Total,	96

DESTINATION of SIXTY-SIX PUPILS who left, permanently, Girls' School, during 1855.

Employed at home,	21
Apprenticed,	5
Ill health,	3
Left town,	10
Gone to other schools,	13
Distance,	6
Paid Monitresses,	4
Appointed Teacher,	1
Appointed Assistant-Teacher,	1
Business,	2
Total,	66

DESTINATION of FIFTY-SEVEN PUPILS who left, permanently, Infants' School, during 1855.

Emigrated,	2
Ill health,	7
Distance,	3
Boys' School,	9
Girls' School,	11
Another School,	12
At home,	12
Left town,	1
Total,	57

APPENDIX G. IV. Reports on District Model Schools.

Clonmel.

RETURN of SCHOOL REQUISITES Sold to Boys', Girls', and Infants' School during year 1855.

Months.	Boys.			Girls.			Infants.		
	£	s.	d.	£	s.	d.	£	s.	d.
January, . .	0	11	11½	0	9	9½	0	0	10
February, . .	0	13	9½	0	6	10	0	3	4
March, . .	0	15	2½	0	12	2	0	1	8½
April, . . .	1	8	6½	0	14	2	0	2	2
May, . . .	1	9	5½	0	12	9½	0	1	8½
June, . . .	2	19	7½	1	2	9	0	4	3½
July, . . .	0	19	10½	0	10	10½	0	2	6½
August, . .	0	5	3	0	5	11	0	4	2½
September, . .	0	19	0	0	12	11	0	3	3
October, . .	1	0	4½	0	4	1½	0	4	4½
November, . .	0	18	3½	0	8	5	0	2	1½
December, . .	0	14	0½	0	3	7	0	1	5½
Total, .	12	15	5	6	4	4	1	12	0

RETURN of SCHOOL FEES Received in Clonmel Model School during year 1855, for each month, for Boys', Girls', and Infants' Schools.

Months.	Boys.			Girls.			Infants.		
	£	s.	d.	£	s.	d.	£	s.	d.
January, . .	2	1	4	1	18	6	0	14	10
February, . .	4	5	9	1	11	8	0	9	1
March, . .	3	16	3	2	4	10	1	14	10
April, . . .	3	4	6	2	1	7	1	1	6
May, . . .	4	1	11	2	13	7	1	2	1
June, . .	3	15	3	3	8	6	2	1	2
July, . . .	1	14	4	2	7	1	1	1	0
August, . .	1	13	6	0	16	2	1	17	7
September, . .	4	8	6	2	9	1	1	9	11
October, . .	2	9	8	3	6	3	0	17	5
November, . .	2	10	9	1	6	6	1	1	8
December, . .	1	18	1	1	6	2	0	10	6
Total, .	35	19	10	25	9	11	14	1	7

Athy.

No. 9.—REPORT upon the ATHY DISTRICT MODEL NATIONAL SCHOOL, for the year 1855, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector of National Schools.

Kilkenny, 30th June, 1856.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, this my Report upon the Athy District Model School for the year 1855.

Here, as in the case of the Clonmel Model School, the necessity of enlarging the building, in order to afford adequate accommodation for the increased attendance, is the first thing I feel myself called upon to bring under the notice of the Commissioners.

The duty is the more gratifying in this instance, inasmuch as the average attendance, which, at the close of this year, amounted to

eighty-four boys, forty-six girls, and forty-nine infants, did not exceed forty-nine boys, twenty girls, and eleven infants, for the last five months of 1852, in which year these schools first came into operation.

In the subjoined table is given a return of the average attendance in the different schools for each year since their opening:—

	1852.	1853.	1854.	1855.
Boys, . . .	49	79	80	84
Girls, . . .	20	28	37	46
Infants, . . .	11	25	43	49
Total, .	80	132	160	179

This gives the average for this year higher in all the schools, and this would be considerably higher still, but for the low attendance, for the first three months, owing to the extreme severity of the weather.

In the Appendix (A) there is given a return of the attendance for each month. On referring to it you will find the average attendance for the first quarter was only seventy-four boys, thirty-three girls, and twenty-eight infants, whilst that for the quarter ended 31st December, was ninety-six boys, sixty-one girls, and sixty-three infants. From that time up to the present, I am happy to say, the attendance has continued to increase; the average for the first week of this month being 145 boys, ninety-seven girls, and seventy-eight infants.

This attendance furnishes at once the clearest evidence of the success of these schools, and of the absolute necessity of such an enlargement of the buildings as would afford a suitable room for the Infant School, and provide convenient class-rooms for the male and female departments.

At present the male teacher is obliged to convert the dining-hall into a class-room; and, as to the infants—their room being only twenty-seven feet by nineteen feet—they are stowed away in the cloak-room, and along the corridor.

When we consider the circumstances under which these schools were first opened, we must be the more struck with their present prosperous condition, and the more disposed to look upon it as a palpable proof of the soundness of the principle on which our Model Schools are established.

They opened with an attendance of thirteen boys, one girl, and one infant, though all the preparatory arrangements which the importance of the occasion should suggest, with a view to secure public attention and confidence, had been judiciously carried out by a most efficient Head-Inspector, Mr. Butler, to whom the Commissioners very wisely intrusted so important a duty. Advertisements announcing the opening appeared in the local papers, and circulars to the same effect were extensively distributed in the town and neighbourhood.

Before the public had an opportunity of witnessing their successful working, there was exhibited on their part little or no concern about sending their children to them. Neither the architectural beauties of the buildings, nor the spacious and well-appointed halls, had attractions for them; and they were as little moved by the characters of the highly-qualified teachers that had been carefully selected by the Commissioners to take charge of the different departments. These teachers, however, kept on discharging their respective duties by the few, as though they had crowded rooms. Their method of teaching, and the progress of their pupils, as well as the character of the instruction, soon caught the attention of the better-informed, who lost no time in securing for their own children the advantages which they saw derived by others, from

their attendance at these schools. Amongst the first to enter their children as pupils were two Protestant clergymen, who had been previously rather opposed to the National Board.

The excellence of the system of teaching pursued in the three schools, and its results, as exhibited in the proficiency of the various classes, appeared manifest at the public examination held on the 14th December, 1854, in presence of a large and highly respectable assemblage.

The hold then gained on the public confidence was strengthened still farther by the results of the examination held this year; and it is to the effect produced on the minds of the parents by these two exhibitions that we should ascribe the crowded attendance which I have now the satisfaction of calling attention to in this Report.

These results, so creditable to the efficiency and united exertions of the three head teachers, are given in detail in the subjoined Report of the Public Examinations, which has been prepared by Mr. Molloy, District Inspector, who alone had the arduous duty of conducting them, owing to my unavoidable absence from indisposition.

I may here be permitted to bring under the favourable notice of the Commissioners the important services rendered by Mr. Molloy towards placing these schools in their present very efficient state. When he got charge of them in May, 1854, a laxity of discipline prevailed through the establishment; and, besides, the staff of pupil-teachers and monitors was neither complete nor efficient. These defects, which had very naturally arisen from the unavoidable absence of the superintending care of a Local Inspector, for several months previous, very seriously marred the exertions of the head teachers, who were then as zealous and active in the discharge of their duties as they have been at any period up to the present time. Owing, however, to his vigilance and judicious arrangements, these defects gradually disappeared, order and discipline were restored, and the Commissioners' rules respecting the appointments and duties of the monitors and pupil-teachers were strictly observed.

In the subjoined Appendix will be found returns of the religious denominations of the pupils on the rolls at the end of the year, also of the fees received from the pupils, and of the amount received for requisites sold to the pupils at reduced rates.

In the Boys' School, twenty-six per cent. of the pupils are Protestants; in the Girls' School, seventeen per cent.; and in the Infants' School, thirty-six per cent.

The return of school fees shows the receipts of the three schools for this year to be £70 13*s.*, while the amount received in the previous year was only £55 5*s.* 7*d.*

It will also be seen that the amount received for school requisites exceeds that of the previous year—the total amount for this year being £11 14*s.* 5*d.*, while that for the previous year was only £9 1*s.* 9*d.*

From the returns giving the occupation of the parents of the pupils, and the religious denomination of the children, it will be seen that the different classes, from the highest to the lowest of the community, as well as the different religious persuasions, are here very fairly represented.

I have the honour to be, Gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries.

JOINT REPORT for the YEAR 1855, on the ANNUAL PUBLIC EXAMINATION of the PUPILS of the ATHY DISTRICT MODEL NATIONAL SCHOOL, by TIMOTHY SHEAHAN, Esq., A.M., Head Inspector, and JOHN MOLLOY, Esq., District Inspector.

Athy.

Athy, 30th January, 1856.

GENTLEMEN,—We beg to submit, for the information of the Commissioners of National Education, our Joint Report upon the Annual Examinations of the pupils attending the Athy District Model School.

For several days previous to the 19th December, the day appointed for the Public Examinations, we were occupied in ascertaining the proficiency of the pupils in the three departments.

The examination of the classes was lengthened and minute, so as to afford us an opportunity of testing the merits of each pupil, and to select for the premiums granted by the Commissioners the most industrious, diligent, and deserving.

Each class was examined in presence of the pupil-teacher or monitor in charge, in order to afford these young persons an opportunity of observing the method we adopted, the subjects in which the pupils' answering was deficient, and those in which their correct replies gave evidence of their own diligence, and the care and attention of their teachers.

As on similar occasions heretofore, the parents of the children, the gentry of the vicinity, and the friends of education in general, were invited by advertisement and circulars to attend the Public Examination; and though the day was unfavourable, being stormy and wet, a very large number of these classes were present, and appeared much interested in the answering of the pupils.

The teachers of the several departments examined the classes on the subjects stated in the programme, as taught; thereby affording the public then present an opportunity of observing the amount of instruction conveyed, and their method of imparting it.

We shall now give, in as concise a form as possible, our opinion of the proficiency attained in the three Schools.

Boys' Fourth Class.—There were twenty-two present, the majority of whom were promoted into this class, or had come from other schools during the year; average age thirteen years and six months.

Reading.—Of the twenty-two present five read with care and intelligence, though not with due expression. In parsing they exhibited a good knowledge of etymology, but were not intimately acquainted with syntactical parsing. Several answered respectably in the theory of arithmetic, and worked questions correctly and with dispatch. The dictation exercise was well executed except by a few. In mensuration the answering was very creditable, and some of the pupils acquired a very accurate knowledge of half the first book of geometry, to which they had been introduced only a short time before.

Four boys answered seventy-five per cent. of the questions asked on all subjects; two, sixty-four per cent.; five answered fifty; and five others but thirty-five per cent.

Third Class.—The senior division of this class consisted of fourteen boys; average age twelve years and six months. They read with correctness and intelligence. The *viva voce* spelling was not good, though several of them had acquired an accurate knowledge of the rules of orthography. Only four could parse syntactically; the others readily referred the words of an ordinary sentence to the respective parts of speech. The answering in geography and blank maps was tolerable; and some wrote a good hand.

There were nine present in the junior division; average age eleven years. These read with some ease and intelligence; their *viva voce* spelling was very fair; parsing only middling, and the answering in geography and blank maps of an average character. They had an accurate knowledge of notation and the simple rules, but all were unable to work a question in compound subtraction.

Junior Classes.—The answering of these classes was by no means so satisfactory as we could wish. The teaching power, which the head master had at his disposal during the year was not adequate to the wants of this large section of the school. This fully accounts for the great deficiency (comparatively speaking) which we regretted to find in these classes. As arrangements have been recently made, with a view to secure a constant supply of pupil-teachers to this, and similar establishments, in future, we hope to be able to report more favourably of these classes next year.

Girls' School.

Fourth Class.—Present nine; average age thirteen years and nine months. The reading of these girls was very satisfactory. They had a very accurate knowledge of the Spelling-Book Superseded and of the text books on grammar and geography. Although the dictation exercise was very difficult, four of the pupils made but two mistakes each, and three others had, each, three errors. Their answering in arithmetic was very creditable, being most accurate so far as it went. Except in this last branch, these pupils were subjected to the same examination as Third Class Schoolmistresses. They wrote neatly and with freedom.

Third Class.—In this class there were ten girls, whose average age was twelve years and nine months. They all read with ease and intelligence: the spelling was very correct. Six of them could parse a plain sentence without any mistake, and the rest were quite equal to etymological parsing. Their knowledge of the portions of the Spelling-Book, Grammar, and Geography, stated on the programme, and of Blank Maps, was most accurate. In the dictation exercise three were correct, and of three others the greatest number of mistakes in the exercise were three. They were thoroughly conversant with notation, and most of them could work the third case of compound division—the divisor containing a fraction. The writing was good.

Sequel Class.—Fourteen present, all of whom were able to read their Lesson-Books fluently. As they are all required to get rote lessons in the spelling-book, and in grammar and geography, we examined them on these subjects; and so far as it went, their knowledge was fully as accurate as that of the advanced classes. Eleven of them wrote from dictation very well, and worked questions in the compound rules, correctly.

Junior Classes.—The children in these classes, too, gave us much satisfaction—their general answering was most intelligent, and several of them were able to set down a number of seven places, and write a sentence dictated from their own lesson-book, quite correctly.

In all its departments this school was highly creditable to the principal teacher, Mrs. Reilly.

Infants' School.—As the apartment in which the Infant School is held does not afford sufficient accommodation for the pupils, their teachers having marched them into the Female School, examined them in reading, spelling, geography, natural history, &c. The answering, in presence of the large and respectable audience assembled on this occasion, as well as at the private examination previously, was satisfactory—giving most convincing proof of the great care and ability

displayed by Miss Palmer and her assistants in the training of the large number of children in attendance.

The Agriculturist having examined some members of his class in the practice and theory of agriculture, and the National Anthem having been sung, the Rev. Thomas Jameson was called to the chair. The Rev. J. Hall then proposed, and Dr. Ferris seconded the adoption of the following report:—

"We, the parents of the pupils and the friends of popular education, beg to express the pleasure we have had in attending the public examination of the Athy District Model National Schools. The way in which the examinations have been conducted is, we think, highly creditable to the inspectors and teachers; while the appearance, attention, and answering of the pupils have afforded us much satisfaction.

"The schools, we have reason to believe, are in a prosperous state; and when we take into account the superior accommodation afforded, the character of the instruction imparted, the attention paid to the children, and the increase in their numbers, we cannot but consider these schools deserving of support, and calculated to serve the end for which they were intended.

"We would embrace this opportunity of expressing our gratitude to his Grace the Duke of Leinster for the very commodious site granted for this institution—to the Commissioners of Education, for the comfortable manner in which they have furnished it—to the inspectors, for the courtesy with which they have carried out their instructions—and to the teachers, for the kindness with which they tempered their authority, paying respect to the tender years and religious tenets of their pupils."

We are, Gentlemen, your obedient servants,

TIMOTHY SHEAHAN, Head Inspector.
JOHN MOLLOY, District Inspector.

The Secretaries, Education Office.

APPENDIX A.

ATHY DISTRICT MODEL SCHOOL.

DAILY AVERAGE.

Months.	1854.			1855.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
January,	65	18	15·7	76	36	28
February,	83	33	30·5	58	26	18
March,	79	36	39·3	87	37	39
April,	64	32	33·3	76	34	41
May,	80	39	39·3	93	52	54
June,	88	40	35·5	96	55	58
July,	82	43	41	98	52	57
August,	75	32	40	61	32	45
September,	80	38	43	78	48	65
October,	78	45	46	88	55	68
November,	86	46	46	96	60	59
December,	93	49	45	104	69	63
Total,	953	451	455	1,011	556	593
Average,	79·4	37·7	37·9	84·5	46·3	49·4

Appendix G.

IV. Reports on District Model Schools.

Athy.

Sale of Requisites.

Months.	Boys. £	s.	d.	Girls. £	s.	d.	Infants. £	s.	d.	Total. £	s.	d.
January,	0	13	2½	0	1	10½	0	1	5	0	16	6
February,	0	11	7	0	1	9	0	0	6	0	13	10
March,	0	10	7	0	6	2	0	1	8	0	18	5
April,	0	8	0	0	5	2	0	1	4½	0	14	6½
May,	0	12	9	0	6	10	0	1	7½	1	1	2⅞
June,	1	3	1½	0	15	7	0	3	1	2	1	9⅓
July,	0	4	6	0	6	6	0	2	5	0	13	5
August,	0	1	2½	0	0	7	0	0	8½	0	2	6
September,	0	16	3	0	5	4½	0	3	8	1	5	3½
October,	0	11	9	0	3	3½	0	1	0½	0	16	1
November,	0	12	9	0	6	9	0	2	8	1	2	2
December,	1	2	10½	0	4	8	0	1	4	1	8	10½
Total,	7	8	7	3	4	6½	1	1	6	11	14	7½

Destination of Pupils whose names were permanently removed from Roll of Boys' School in 1855.

Finished, and employed with his father as builder, &c.	1
,, employed at home farming,	5
,, gone to a Classical School,	1
Apprenticed to a printer,	1
,, to other trades,	6
Gone to business,	3
Enlisted,	3
Employed at home,	10
Gone to other schools,	9
Left town,	7
Returned to England,	1
Withdrawn, the friends with whom they boarded having left the town,	2
Cause of removal unknown,	6
Total,	55

Occupation of Parents of Boys on Roll, 31st December, 1855.

Clergymen,	2	Mechanics and tradesmen,	22
Gentlemen,	2	Pensioners,	6
Shopkeepers and persons in business,	19	Petty public offices,	7
Manager of Coke Works,	1	Dealers and Lodging-house keepers,	6
Contractor,	1	Servants,	4
Farmers,	21	Carmen, labourers, &c.	39
Watch-makers,	2		
Land Stewards,	2	Total,	134

Classification of Boys on Roll, 31st December, 1855.

First Book of Lessons,	5	Tables,	21
Second ,,	32	Simple Rules,	56
Sequel,	43	Compound Rules, &c.	10
Third Book of Lessons,	27	Proportion,	16
Fourth ,,	27	Practice, Interest, &c.	31
Grammar—Elements,	70	Mental Arithmetic,	47
,, Syntax,	26	Geometry,	13
Geography—Maps,	61	Mensuration,	10
,, Text Books, local,	53	Book-keeping,	13
,, ,, Mathemat.	20	Writing from Dictation,	52

SCHOOL FEES.

Months.	1854.						1855.					
	Boys.			Girls.			Infants.			Boys.			Girls.			Infants.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
January,	3	5	7	0	11	10	0	7	8	2	7	1	1	11	6	0	11	5
February,	2	3	10	1	3	2	0	16	2	3	5	10	0	7	2	1	10	7
March,	3	9	3	0	11	8	1	5	4	3	0	5	1	4	6	0	11	0
April,	2	3	11	0	12	1	0	14	9	4	1	8	1	1	0	1	14	0
May,	3	5	10	1	11	9	1	4	0	3	16	7	1	6	2	1	11	10
June,	3	1	9	0	16	2	0	12	7	2	12	11	1	9	6	1	2	9
July,	3	11	6	0	10	10	1	4	3	2	11	9	1	7	9	2	5	3
August,	1	14	0	0	10	6	0	12	10	2	16	8	0	12	4	0	16	4
September,	3	10	10	1	5	0	1	10	1	3	4	6	1	1	4	1	18	6
October,	2	10	2	0	18	9	1	7	10	3	7	1	1	14	8	2	1	10
November,	3	15	11	0	15	0	0	14	3	3	8	9	1	19	7	1	9	9
December,	1	12	10	0	15	0	0	18	8	2	5	5	3	9	1	0	16	11
Total,	33	15	5	10	1	9	11	8	5	36	18	8	17	4	7	16	10	2

RELIGIOUS DENOMINATION of Children on Rolls, 31st December, 1855.

	Boys.	Girls.	Infants.	Total.
Established Church,	25	14	23	62
Roman Catholic,	99	78	63	240
Presbyterian,	3	2	1	6
Dissenters,	7	–	–	7
Total,	134	94	87	315

ON THE ROLLS, 31st December, 1855.

	Boys.	Girls.	Infants.	Total.
At 5*s.* per quarter,	19	2	3	24
„ 2*s.* 6*d.* per quarter,	35	28	16	79
„ 1*d.* per week,	80	64	68	212
Total,	134	94	87	315

BOYS' SCHOOL.

PROGRAMME of EXAMINATION, December, 1855.

First Book.—Lesson Book to the end of Second Section. Writing: elements. Arithmetic: commencing tables. Geography: some acquaintance with Map of Ireland.

Second Book (second division).—Lesson Book to page 30. Writing: paper, large hand. Arithmetic: Simple Addition. Geography: Map of Ireland.

Second Book (first division).—Lesson Book to page 103. Writing: paper, large hand. Arithmetic: can read and write numbers expressed by four figures; know Simple Addition, and Multiplication Table to eight times. Geography: Map of Ireland. Grammar: Noun and Adjective.

Sequel, No. 1.—Lesson Book to page 169. Writing: large and round hand. Arithmetic: Simple Rules to Short Division, included; Multiplication and Pence Table. Geography: definitions; Map of the

World. Grammar: can define the Parts of Speech, and point out most of them. Spelling Book Superseded, to page 24.

Sequel, No. 2.—Lesson Book to page 74. Writing: round and small hand. Arithmetic: Simple Rules; Pence Table; Table of Avoirdupois, Troy, and Apothecaries' Weight. Geography: Europe and Ireland. Grammar: Article, Noun, Adjective, Pronoun, and Verb. Spelling Book Superseded, to page 30.

Third Book (second division).—Lesson Book to page 48. Writing: round and small hand. Arithmetic: Compound Rules and Reduction. Grammar: Etymological parsing. Geography: Maps of the World and Europe.

Third Book (first division).—Lesson Book to page 156. Writing: dictation. Arithmetic: some in Proportion and Practice; the others in Compound Rules and Reduction. Grammar: Etymological parsing; rules for spelling. Geography: the World, Europe, and Ireland.

Fourth Book.—Lesson Book to page 230. Writing: dictation. Arithmetic: Simple and Compound Proportion; Practice to Interest; Mental. Grammar: Syntactical parsing; rules for spelling; Prefixes, Affixes, and few Roots. Geography (local): great divisions of the Earth, England, Ireland, Scotland, and Palestine. Mathematical and Physical: Geography Generalized to page 24. Book-keeping: three sets. Mensuration: to the Circle. Geometry: 18th Proposition of First Book.

John Walsh, Teacher.

Infants' School.

Occupation of Children's Parents.

Clergyman,	1	Pensioner,	3
Shopkeeper,	36	Policeman,	2
Merchant,	2	Soldier,	2
Agent,	5	Labourer,	9
Farmer,	4	Carpenter,	4
Contractor,	2	Butcher,	6
Painter,	2	Letter Carrier,	1
Mason,	6		
Smith,	4	Total on Rolls,	89

Classification of Children.

Senior Classes.—Arithmetic: Addition, Subtraction, Multiplication, on slates. *Junior Classes.*—Four first Rules, by help of Arithmeticon. All learn Multiplication, Pence, and Shilling Tables. Geography: Maps of the World, Europe, Asia, Africa, America, and Ireland, Reading, Spelling, and explanation of Lessons. Natural History: Animal, Vegetable, and Mineral Kingdoms. Grammar: The Parts of Speech. Singing: "God Save the Queen," "Hark the Lark," "Now is the Month of Maying," "Come and see how happily," "Long may life and health be spared us," "Try, try again," "Time Table," "The Clock," "See our oars." Songs, with Manual Exercises.

Harriet Palmer, Teacher.

Girls' School.

Pupils left during the year 1855,—34. Of these—

3 are apprenticed to drapers.
7 have removed to other places.
3 have removed in consequence of sore eyes.
4 have gone to the Convent School; and I cannot assign any cause for the removal of the others.

Classification of Ninety-four Pupils on Rolls, 31st December, 1855.

First Book,	9	Proportion and Above,	5
Second Book,	31	Interest and Practice,	3
Sequel,	22	Mental Arithmetic,	94
Third Book,	15	Writing on Slates,	30
Fourth Book,	17	Writing on Paper,	64
Parts of Speech,	62	Writing from Dictation,	64
Parsing and Syntax,	32	Singing,	94
Maps only,	40	Sewing,	66
Descriptive Geography,	37	Knitting,	12
Mathematical Geography,	17	Straw Platting,	1
Derivations,	32	Fancy Work,	5
Arithmetical Tables,	40	Embroidery,	10
Simple Rules,	55	Cutting Out,	14
Compound Rules and Reduction,	32		

Occupation of Parents of Ninety-four Pupils on the School Rolls, 31st December, 1855.

Occupation of Parents.	No. of Pupils.	Occupation of Parents.	No. of Pupils.
Gentleman,	4	Carpenter,	5
Innkeeper,	2	Shoemaker,	4
Shopkeeper,	6	Mason,	1
Merchant Tailor,	2	Dealer,	6
Tailor,	5	Clerk,	1
Steward,	3	Policeman,	1
Agent,	2	Butcher,	2
Architect,	2	Barrack-Serjeant,	1
Teacher,	1	Jobber,	1
Agriculturist,	1	Pensioner,	4
Brazier,	2	Farmer,	9
Process Server,	2	Labourer,	22
Smith,	5		

Subjects Taught.

Fourth Class.—Fourth Book to page 134, also the lessons on the British Islands. Grammar: to the Interjection, also the Rules of Syntax, Syntactical Parsing, Prefixes, Affixes, and Derivation. Spelling: of the three first classes of words as given in Spelling Book, and Rules of Spelling. Geography: Maps of the World, four Continents, Ireland, and England. Arithmetic: to Reduction, inclusive, Mental Arithmetic. Writing from Dictation. Geography Generalized: three first chapters. Latin Roots.

Third Class.—Third Book to page 146. Grammar: to the Moods of Verbs, Rules of Syntax as far as Rule XIII., Etymological and Syntactical Parsing, Prefixes and Affixes, Latin Roots. Spelling Book to page 36, and Rules of Spelling. Geography: Maps of the World, Europe, Asia, and Ireland. Arithmetic: some to the end of Compound Division, others in the Simple Rules; Mental. Writing from Dictation.

Sequel, No. 2.—Sequel Book. Grammar: to the end of Case; Etymological Parsing. Spelling Book to page 36, first four Rules of Spelling. Geography: Maps of the World, Europe, and Ireland. Arithmetic: Simple and Compound Rules; Mental.

Sequel, No. 1.—Sequel Book: Grammar: to the end of Gender; Etymological Parsing. Spelling Book to page 31. Geography: Maps of the World, Europe, Asia, and Ireland. Arithmetic: Simple and Compound Rules, Mental.

Second Class.—Second Book to page 85. Spelling Book to page 31.

Arithmetic: Simple Rules. Parts of Speech. Maps of the World, Europe, and Ireland.

2nd Division of Second Class.—Second Book to page 25. Definition of Grammar and Geography. Arithmetic: Addition, Tables.

First Class.—First Book to page 28. Definitions of Grammar and Geography. Arithmetic: Addition, Tables.

ANNE REILLY, Teacher.

Kilkenny.

No. 10.—REPORT upon the KILKENNY DISTRICT MODEL NATIONAL SCHOOL, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector of National Schools.

September, 1855.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, this my first Report upon the Kilkenny District Model School, which came into operation on the 20th November, 1854.

School-house and Premises.—The establishment, which comprises Male, Female, and Infant Departments, is built after the Gothic style. The situation is most favourable, being quite close to, or rather within the city—on the road leading to Callan, and immediately adjoining the grounds attached to the Club-House.

The entire space, including buildings and play-grounds, is somewhat more than an acre in extent, and is enclosed from the public road by a handsome iron palisade, between which and the front of the buildings there is a tastefully laid down pleasure-ground. The design of the school exhibits a vast improvement on what is to be seen in the Athy or Clonmel Schools, the three departments being quite independent of one another, and provided with ample accommodation for the instruction of the various classes after the system approved of for District Model Schools.

School-rooms.—At the right of the hall as you enter the building, a corridor leads to the boys' school-room, and the class-rooms attached to it, while at the left it leads to the Female and the Infant Schools. The boys' room is forty-two feet by twenty-eight, and twenty-five feet high, the two class-rooms attached being each twenty-four feet by eighteen. Presses for books are made in the side walls, and the fittings-up generally, as well as the arrangement of the furniture, are after the plan pursued in the Athy Schools.

The girls' school-room is thirty-nine feet by twenty-eight, and twenty-five feet high, at the end of which, and communicating directly with it, are two class-rooms, each twenty-four feet by eighteen, and twenty-five feet high. These class-rooms, as well as those attached to the Boys' School, are provided with galleries for the purpose of collective instruction.

The Infant School is twenty-eight feet square and twenty-five feet high, and provided with a gallery and all the other appliances that are required for the effective management of this most interesting department. To each school is attached a suitable play-ground, carefully laid down, and affording sufficient room for the pupils to exercise in during the time set apart for recreation.

Besides the rooms set apart for school purposes, there is a separate apartment for religious instruction, as well as an office for the inspectors. Over these rooms, and in the front of the building, is an upper story, in which there is a sitting-room for the female teachers, together with a store-room and apartments, for the person who has charge of the establishment. No accommodation is provided here, as in the other Model

Schools, for the head master and pupil-teachers, as it is intended that they shall reside in the buildings to be erected on the Board's Model Farm at Birchfield, about a mile from the city.

Teachers.—Mr. John Casey, the head master, previous to his appointment to this office, had charge of the Tipperary National School, which he conducted for many years with great ability and success. He was amongst the first promoted on the recommendation of the Head and District Inspectors to the First Division of the First Class. His character as a zealous and efficient instructor, as well as his great success in preparing young teachers, marked him out very early as a person sure to receive in due time promotion under the Board.

In the appointment of Miss Margaret Ryan to the office of mistress in the Girls' School, the Commissioners have been equally fortunate. She had, for many years previously, conducted the Templemore Female National School, and, like the head master, obtained very early promotion to the First Division of the First Class. Her claim to the office, which she now fills, on the grounds of merit, had been long recognised by the several Head Inspectors that visited her school. Many of her pupils have entered the Board's service, of whom several have risen to the rank of First-Class Teachers.

One of these, Miss Jones, is at present mistress of the Clonmel Female Model School.

The important charge of the Infant School has been intrusted to Miss Entwistle, who had been previously employed in the Girls' department attached to the West Dublin Model School. She had been educated at the Dublin Central Model School, where she entered as an infant pupil; and here I feel much pleasure in stating, that the rare abilities exhibited by her in maintaining so largely attended a school, under very unfavourable circumstances, is highly creditable to the instruction and training which she there received.

Pupil-Teachers and Paid Monitresses.—There was a difficulty at first in procuring qualified subjects to recommend for the offices of pupil-teachers and paid monitresses, and we were, accordingly, obliged to make a few appointments of monitors in both schools, which the exigencies of the case alone could warrant. This difficulty, however, was soon got over, for the character of the head teachers soon induced parties from a distance to present themselves as candidates, chiefly with a view to their own improvement, from the instruction they were likely to receive in the institution. At the close of the year we had the satisfaction to see all the vacancies filled up by persons of good promise and likely to continue in the Board's service. Their names and the dates of their respective appointments, &c., are given in the Appendix.

Opening of the Schools.—The schools, as I have already stated, were opened for the reception of pupils on the 20th November, 1854. I had been myself occupied the whole of the previous week with the public examination of the Clonmel Model School; but Mr. M'Creedy, Head Inspector, who was kindly sent down by the Commissioners to give such assistance in making preliminary arrangements as his long experience in the establishing and working of District Model Schools rendered him well qualified to afford, attended at the School with the District Inspector, Mr. H. P. Clarke, to receive applications from parties that might have pupils to enter, and examine any candidates that might present themselves for the office of pupil-teacher or paid monitress.

The Resident Commissioner, the Right Honourable Alexander M'Donnell, accompanied by the Architect, Mr. Darley, honoured us with his presence on this occasion; and after a close inspection of

APPENDIX G.

IV. Reports on District Model Schools.

Kilkenny.

the buildings, and an examination of the arrangements that had been made for the future working of the schools, expressed his satisfaction at every thing he had seen.

Attendance.—Though the opening of the schools on this day had been advertised in the local papers, and brought under the notice of the public, still more, by placards posted through the town and neighbourhood, yet the attendance on the day of the opening was limited to fourteen in the Boys' School, four in the Girls', and four in the Infant School.

We were not altogether unprepared for this, knowing that agencies had been employed to prejudice the public mind against the schools. We knew at the same time that the teachers, and the system pursued by them in their schools, only required to be known in order to remove any unfavourable impressions that had been made. This opinion was strengthened by the gradual increase in the attendance from the very commencement, which at the close of the year amounted to thirty-seven males, ten females, and five infants. The subjoined return gives the number on the rolls for the week ended 31st December, 1855 :—

Males, . . .	131
Females, . . .	96
Infants, . . .	73
Total, .	310

In Appendix (2) is given a return of the average number on rolls, and daily attendance for each month ; also the amount received from school fees, and the sum received for requisites sold to pupils at reduced rates.

School Fees.—The amount of fees paid by the pupils this year was £101 1*s.* 2*d.*, namely,—from the boys, £49 0*s.* 4*d.* ; from the girls, £33 3*s.* 6*d.* ; and from the infants, £18 17*s.* 4*d.*

The pupils on the rolls for the week ending 31st December, 1855, were paying as follows :—

	Boys.	Girls.	Infants.	Total.
At 5*s.* per quarter, .	34	14	8	56
„ 2*s.* 6*d.* per quarter, .	57	42	29	128
„ 1*d.* per week, .	37	30	36	103
Total, .	128	86	73	287

School Requisites.—The amount received for requisites sold at reduced rates was £19 12*s.*

Religious Instruction.—The arrangements for religious instruction are similar to those which have been found to give entire satisfaction in Model Schools previously established.

The pupils on the rolls are classed as follows, according to their religious denominations :—

	Boys.	Girls.	Infants.	Total.
Roman Catholics, .	109	92	67	268
Established Church, .	15	3	5	23
Presbyterians, . .	3	–	–	3
Methodists, . .	4	1	1	6
Total, .	131	96	73	300

Occupation of Parents.—In Appendix (3) is given a return of the occupation of the parents of the pupils in each of the three schools ; whilst this shows that the different classes are more or less represented,

it yet exhibits a larger attendance of pupils of the middle or higher classes than is usually met with in National Schools.

Extent of Instruction.—The best idea of the extent and character of the instruction imparted can be formed from the subjoined report of the annual examinations of the schools, which has been very carefully drawn up by Mr. Bradford, District Inspector, as owing to my labouring under indisposition at the time selected for the examinations, the entire weight of that duty devolved upon him. This, however, he freely undertook and executed with judgment and ability.

Visitors.—In Appendix (4) are given, as extracted from the "Visitors' Observation Book," copies of a few out of the many entries left by visitors in the course of the year, expressive of their opinions respecting the establishment and the general working of the schools. The favourable testimony of all these parties, some of whom are amongst the highest in the land, is highly creditable to the exertions of the different teachers, and cannot fail to be read with pleasure by every person who is truly concerned for the spread of the National system throughout the country.

I have the honour to be, Gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c.

REPORT for the year 1855, upon the GENERAL EXAMINATION of the PUPILS of the KILKENNY DISTRICT MODEL NATIONAL SCHOOL, by JOHN BRADFORD, Esq., District Inspector.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, the following Report upon the General Examination of the pupils of the Kilkenny District Model School, for the year 1855.

The children on the roll are classed as follows, in the week ending December 22nd, 1855:—

		Boys.	Girls.	Infants.
Learning	First Book,	23	27	65
„	Second Book,	51	41	8
„	Sequel to Second Book,	29	13	–
„	Third Book,	28	15	–
„	Selections from British Poets,	23	26	–
„	Sacred Poetry,	–	–	73
„	Elements of Grammar,	103	68	73
„	Parsing and Syntax,	28	28	–
„	Derivation and Etymology,	23	15	–
„	Composition,	–	15	–
„	Elements of Geography,	23	48	73
„	Local and Descriptive Geography,	85	48	–
„	Mathematical and Physical Geography,	23	15	–
„	Simple Rules of Arithmetic,	74	70	73
„	Compound „	29	26	–
„	Proportion and above,	28	–	–
„	Mental Arithmetic,	108	28	73
„	Mensuration,	19	–	–
„	Geometry,	9	–	–
„	Hullah's Vocal Music,	131	96	73
„	Drawing,	57	56	–
„	Writing on Slates,	20	–	20
„	„ on Paper,	108	96	–
„	„ from Dictation,	108	96	26

APPENDIX G.

IV. Reports on District Model Schools.

Kilkenny.

As this school was opened in November, 1854, and the attendance very small in the early part of 1855, it was thought better to defer the first public examination until 1856. But in the meantime the pupils were carefully examined in every subject laid down for them, and their answering accurately recorded. This examination lasted five days. The Infant School was examined December 17th; the Female on the 18th and 19th; and the Male School on the 20th and 21st of same month.

Programmes are subjoined, which give the subjects in which each school was prepared; and in the examination not one of these subjects was omitted.

The examination lasted six hours and a-half each day.

Infant Department.—This is conducted by Miss Frances Entwistle. She opened the school in November, 1854, with only four scholars, but such has been her attention and success that the attendance in the examination week was seventy-three.

NUMBER OF PUPILS EXAMINED, AND NUMBER WHO ANSWERED SATISFACTORILY.

No. Examined.		No.	Proportion per Cent.
44	Able to read monosyllables well,	28	63·6
44	,, spell the monosyllables which are to be found in their reading lessons,	32	72·7
44	,, explain do.,	36	81·8
7	,, read fairly in Second Book,	5	71·4
7	,, explain lessons in do.,	7	100
50	,, distinguish noun, verb, and adjective,	30	60
50	,, answer fairly on Maps of World and Europe,	34	68
50	,, answer well in multiplication, pence, and time table,	28	56
50	,, work sums in first four rules,	10	20
50	,, write easy sentences in dictation,	20	40
50	,, write fairly on slates,	20	40

Girls' Department.—Miss Margaret Ryan has been the teacher of this school from the first. She has displayed great ability and judgment in its management, and has been most successful in every respect.

NUMBER OF PUPILS EXAMINED, AND NUMBER WHO ANSWERED SATISFACTORILY.

No. Examined.		No.	Proportion per Cent.
26	Able to read the First Book with tolerable accuracy,	13	50
26	,, read ditto with ease and correctness,	13	50
41	,, read Second Book with tolerable accuracy,	15	36·5
41	,, read ditto with ease and correctness,	26	63·4
9	,, read Sequel with ease and correctness,	9	100
5	,, read Third Book with ease and correctness,	5	100
67	,, distinguish parts of speech,	54	80·5
14	,, parse syntactically,	12	85·7
55	,, write a sentence from dictation with tolerable accuracy,	33	60
80	,, write fairly,	40	50
80	,, write a good hand with ease and freedom,	14	17·5
80	,, answer fairly on Map of World,	68	85
80	,, answer fairly on Mathematical and Physical Geography,	5	6·25
80	,, work a sum correctly in first four rules,	54	67·5

No. Examined.		No.	Proportion per Cent.
80	Able to work a sum correctly in Compound Rules,	9	11·2
80	„ work a sum correctly in Proportion and higher Rules,	5	6·2
80	„ answer fairly in Spelling-Book Superseded,	22	27·5
80	„ answer fairly in Natural History,	14	17·5

Boys' Department.—Mr. John Casey has been in charge since the school opened, and spares no exertion in the performance of his duty. His acquirements in every branch of learning required in such schools are well known. Mr. James M'Alroy, the assistant, was appointed May, 1855; he also instructs in drawing.

NUMBER OF PUPILS EXAMINED, AND NUMBER WHO ANSWERED SATISFACTORILY.

No. Examined.		No.	Proportion per Cent.
24	Able to read First Book with tolerable accuracy,	7	29·1
24	„ read ditto with ease and accuracy,	8	33·3
48	„ read Second Book and Sequel with tolerable accuracy,	9	18·75
48	„ read ditto with ease and accuracy,	16	33·3
27	„ read Third Book with ease and intelligence,	10	37
48	„ distinguish parts of speech,	36	75
27	„ parse syntactically,	14	51·8
75	„ answer fairly in Local Geography,	50	66·6
27	„ answer in Mathematical and Physical Geography,	14	51·8
75	„ write from dictation with tolerable accuracy,	30	40
75	„ write with readiness and accuracy,	27	36
75	„ write fairly,	30	40
75	„ write a good hand with ease and neatness,	25	33
48	„ work a sum in Simple Rules of Arithmetic,	32	66·6
25	„ work a sum in Compound Rules,	12	48
25	„ work a sum in Proportion and above,	13	52
75	„ work a sum fairly in Mental Arithmetic,	36	48
50	„ answer fairly in Spelling-Book Superseded,	27	54
15	„ answer fairly in Mensuration of Superficies,	7	46·6
9	„ demonstrate First Book of Euclid,	6	66·6

Answering of Pupils.—The answering was generally good, as those tables will show, and the subjects appear to have been very carefully studied; in particular, geography, grammar, arithmetic, both mental and on slates; and spelling, particularly from dictation, were the subjects in which the pupils, both male and female, answered best.

Male Department.—The classes in the male school are those able to read Board's First, Second, Sequel, and Third Books of Lessons. As yet the school is too new (particularly to most of the boys) to make it expedient to go into Fourth Book, it being the aim of this establishment not to make a great show to the public but to teach the scholars thoroughly and soundly. Mensuration, geometry, and vocal music, have been prepared and were examined on.

Drawing has only lately been introduced as a branch of education here.

Female Department.—Of course there is a difference in the course of instruction here and in the boys' school. Some branches suited to boys have been omitted, and others, peculiar to female instruction, introduced; but in the main part of the course the two schools have the same subjects. The reading in this school is particularly good, and reflects the highest praise on the teacher. The junior classes answered most satisfactorily, respect being had to their age and length of attend-

APPENDIX G.

IV. Reports on District Model Schools.

Kilkenny.

ance here. It appears most probable that the answering hereafter of those scholars who commenced with Miss Ryan, will be far superior to any thing yet shown in this school.

Infant Department.—This school contains children learning First and Second Book. Those who are able to read more advanced books are removed into the girls' or boys' school. The singing, and knowledge in geography and natural history, joined to the quickness and intelligence displayed in answering questions in arithmetical tables, and on the arithmeticon, have made this room one of the show places in Kilkenny to which the citizens bring strangers. Visitors seem particularly pleased when the children sing the following songs :—"The Trades," "The Whale," "We are all Weaving," "The Bees," "Pleasant Day," and the National Anthem.

The proficiency in each school, as noted in the different tables, is most gratifying, particularly when it is considered that most of the scholars have been less than nine months in attendance, the schools having a very small number on the rolls for many months after their opening. On the 25th of January, 1856, the pupils were collected into one room, where a respectable assemblage of persons, friendly to this establishment were collected, and the Head and District Inspector proceeded to distribute the certificates and premiums. The Head Inspector delivered a short address on the good these schools had already produced in Kilkenny, and the great advantages they were calculated to confer hereafter. He then called forward each of the successful candidates, class by class, taking them in the order of their merit, and presented each the sum of money awarded, and a certificate of merit, of which the following is a copy :—

KILKENNY NATIONAL MODEL SCHOOL.

The Commissioners of National Education have awarded this certificate in testimony of distinguished in Class, in subject of , at a Public Examination held in these Schools, 185 , by the Head Inspector and the Inspector of the District, who, in token thereof, have hereunto affixed their hands and seals.

Model Schools, Kilkenny.

———— *Head Inspector.*
———— *District Inspector.*

The rank of the premiums in each case was determined by the relative number of good marks for answering in all the subjects learned; and, at the same time, an allowance was made for the regularity of the attendance and the good conduct of the pupil for the time spent in the school. The number of premiums in each class was, of course, determined by the number of pupils forming that class. At the same time, premiums for proficiency in vocal music were allotted, as Mr. George Washington (who so diligently and successfully instructs in that branch) had, on the 20th and 21st December, closely and individually examined the pupils in singing and in the theory of music.

The sum of £10, granted by the Commissioners for premiums, was distributed. With the money the pupils bought what books were chosen by their parents, and in those books the certificate of merit (given above) was inserted.

On the day of distributing the premiums several pieces of vocal music were sung by the pupils, directed by Mr. Washington, which, joined to the great pleasure evinced by the pupils, appeared to afford the greatest gratification to the parents and others who were present.

I have the honour to be, Gentlemen, your obedient servant,

JOHN BRADFORD, District Inspector.

Programme of Subjects for Examination in the Male Department of the Kilkenny District Model School, December 1, 1855.

First Book (*first division*).—Reading: to read, spell, and explain the first sixteen pages of First Book. Grammar: can point out the vowels and consonants contained in any of the words, and the nouns occurring in lessons, and know the punctuation marks. Geography: know a few simple definitions, and can point out the continents and oceans on the Map of the World. Arithmetic: can make the digits, and enumerate two places of figures.

First Book (*second division*).—Reading: read, spell, and explain up to page 20. Grammar: know something of the noun and adjective. Arithmetic: can work simple sums in Addition, enumerate four places of figures, and tables to six times. Geography: outlines of Map of the World.

First Book (*third division*).—Reading: read, spell, and explain to the 27th Lesson in Third Section. Grammar: know something of the noun and adjective. Arithmetic: tables with pence to seven times; can work simple sums in Addition, and enumerate four places of figures. Geography: outlines of Maps of the World and Ireland.

Second Book (*first division*).—Reading: read, spell, and explain up to page 63. Grammar: large type in Sullivan's Grammar up to the adjective. Geography: Maps of the World and Ireland. Arithmetic: know Addition and Subtraction; Multiplication Table, with pence, to ten times. Spelling: write sentences dictated from Second Book up to page 63.

Second Book (*second division*).—Reading: read, spell, and explain to page 95. Grammar: large type of Sullivan's Grammar to the adjective. Geography: outlines of Maps of the World, England, and Ireland. Arithmetic: Addition, Subtraction, and Multiplication, with symbols and technical terms; money tables. Spelling: write sentences dictated from Second Book to page 95.

Second Book (*third division*).—Reading: read, spell, and explain Second Book to page 114. Grammar: large type of Sullivan's Grammar to the pronoun. Geography: outlines of Maps of the World, Scotland, and Ireland. Arithmetic: Addition, Subtraction, Multiplication; all the symbols and technical language connected with these rules; money tables. Spelling: can write from dictation any sentence of Second Book up to page 114.

Sequel, No. 1.—Reading: read, spell, and explain Sequel, No. 1, up to page 181. Grammar: Sullivan's Grammar, large type, to the verb. Arithmetic: Simple Addition, Subtraction, Multiplication, Short Division, money tables. Geography: Maps of the World, Scotland, Ireland, and England. Spelling: first class of words in Spelling Book Superseded; can write from dictation any sentence in Sequel, No. 1, up to page 181.

Sequel, No. 2.—Reading: read, spell, and explain the whole of Sequel, No. 2. Grammar: large and small type in Sullivan's Grammar as far as the verb. Geography: outlines of Maps of the World, Europe, and British Islands. Arithmetic: Simple and Compound Rules, Reduction, and Proportion. Spelling: Spelling Book Superseded, first and second classes of words; first and second rules of spelling.

Third Book (*first division*).—Reading: read, spell, and explain Third Book of Lessons to the end of Scripture History. Grammar: large and small type of Sullivan's Grammar as far as the verb, and parse easy sentences. Geography: outlines of Maps of the World,

Europe, and the British Islands. Arithmetic: from the commencement of Thomson's Arithmetic to the end of Simple Proportion. Spelling: first and second classes of words in Spelling Book Superseded, and first and second rules of spelling.

Third Book (second division).—Reading: can read, spell, and explain the whole of Third Lesson Book. Grammar: Sullivan's Grammar, large and small type and foot notes to page 80, and parse poetry. Arithmetic: from the commencement of Thomson's Treatise to the end of Decimal Fractions. Spelling: first, second, third, and fourth classes of words in Spelling Book Superseded, and all the rules of spelling. Geography Generalized: Mathematical Geography, four chapters; Local Geography, from definitions up to France. Mensuration: from commencement up to finding the area of triangle.

John Casey, Head Master.

Time Table of Pupil-Teachers' and Paid Monitors' Study, used in Kilkenny District Model School, December 31, 1855.

Morning Study—Assistant Master present.

Days.	Time.			
	7 to 7.20.	7.20 to 7.40.	7.40 to 8.	8 to 8.30.
Monday, . .	Local Geography.	Spelling Superseded.	Dictation.	Reading in Lesson Books.
Tuesday, . .	Do.	Do.	Do.	Reading in Literary Class Book.
Wednesday, .	Do.	Do.	Do.	Reading in British Poets.
Thursday, . .	Do.	Do.	Do.	Reading in Lesson Books.
Friday, . .	Do.	Do.	Do.	Reading in Literary Class Book.
Saturday, . .	Do.	Do.	Do.	Reading in British Poets.

Evening Study—Head Master present.

Days.	Time.			
	6 to 6.30.	6.30 to 7.	7 to 7.30.	7.30 to 8.
Monday, . .	Arithmetic.	Grammar.	Reasoning.	Geography, Math. and Phys.
Tuesday, . .	Do.	Parsing.	Reasoning.	Do.
Wednesday, .	Mensuration.	Derivation.	Algebra.	Geometry.
Thursday, . .	Writing.	Arithmetic.	Geography, Math. and Phys.	Grammar.
Friday, . .	Arithmetic.	Derivation.	Parsing.	Writing.
Saturday, . .	—	—	—	—

Time Table of Kilkenny District Model National School.

General or combined ordinary instruction begins at half-past ten, and closes at three o'clock, on the following days:—Monday, Tuesday, Wednesday, Thursday, and Friday, and at one o'clock on Saturday. Drawing classes from three to four o'clock on Monday, Wednesday, and Friday.

Occupation of School Time.

Time.	First Class.	Second Class.	Sequel.	Third Class.	Fourth Class.
10½ to 11	Reading.	Tasks.	Tasks.	Tasks.	Tasks.
11 to 11½	Writing.	Writing.	Writing.	Writing.	Writing.
11½ to 12	Reading.	Reading.	Reading.	Dictation.	Reading.
12 to 12¼	Play.	Play.	Play.	Play.	Play.
12¼ to 12¾	Singing.	Singing.	Singing.	Singing.	Singing.
12¾ to 1¼	Geography.	Geography.	Geography.	Reading.	Geography.
1¼ to 2	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic and Mensuration.
2 to 2½	Grammar Reading.	Grammar Reading.	Grammar.	Grammar.	Grammar.
2½ to 3	Reading.	Reading.	Reading.	Geography.	Geometry.

Religious instruction, which consists in catechetical instruction and religious reading, begins, on Monday, Tuesday, Wednesday, and Saturday, at ten, and ends at half-past ten o'clock; and on Friday, from ten to eleven o'clock.

Programme of the Subjects in which the Pupils of the Girls' School are prepared for Examination.

Third Class.—Spelling: first, second, third, fourth, and fifth classes, Rules of Spelling, difficult words from the 122nd to the 130th page. English Etymologies from 178th to 192nd page; Prefixes and Affixes from 143rd to 152nd page. To write from dictation sentences read from Third or any of the lower Books. Grammar: Dr. Sullivan's Grammar, from the 20th page to the end of Syntax, including *every note;* to Parse Syntactically any sentence in prose or easy poetry. Geography: four first chapters in Geography Generalized; Chapter on Deserts; Maps of the World, Europe, Asia, Africa, America, and Ireland. Natural History: Birds and Mammalia in Sequel, No. 2, and in Patterson's First Steps to Zoology; Patterson's Zoological Chart; Vertebrated Animals. Arithmetic: first four Rules, with Definition and Reason of the Rules, as given in the Board's large Treatise; Compound Rules and Reduction, with Multiplication and Compound Tables.

Sequel Class.—First, second, third, and fourth classes of Spelling Book Superseded, with Rules for Spelling. To write any sentence from Sequel or any of the lower Books. Grammar: Dr. Sullivan's Grammar, from the 20th to the 77th page; to parse easy sentences in prose. Geography: first chapter of Geography Generalized, Maps of the World, Europe, and Ireland. Arithmetic: first four Rules, with Definitions, as given in the Board's Treatise, Notation, and Numeration, Multiplication Tables, and Pence Tables. Natural History: Patterson's First Steps to Zoology; Patterson's Chart on Vertebrate Animals.

Second Class (First Division).—Spelling: Class, First and Second, first Rule of Spelling in Spelling Book Superseded; can write any sentence read from Second Book, to the end of page 107. Grammar: can refer

words of Lesson to Parts of Speech, to the end of page 49 in Sullivan's Grammar; can compare adjectives and decline pronouns. Geography: Maps of the World and Ireland. Arithmetic: can read and write numbers expressed by nine digits, and can add, with great rapidity, twelve lines of addends, understanding Simple and Local Value, Multiplication Tables.

Second Class (*Second Division*).—Spelling: Classes, First and Second, can write any sentence read from Second Book to the end of page 83. Grammar: to the end of 42nd page; can point out the noun, verb, and adjective in their lessons. Geography: the outlines of the Map of the World, with the principal countries; the zones, and the productions by which they are characterized. Arithmetic: can write quantities expressed by six digits, and add, with great facility, ten lines of addends; Multiplication Tables to 12 times. Natural History: the Chart on Invertebrate Animals.

Second Class (*Third Division*).—Spelling: Class, First, in Spelling Book Superseded; the words in Second Book to the end of the 51st page; can write from dictation any sentence read from Second Book to the 40th page. Grammar: the large print to the end of the noun; can point out the noun, verb, and adjective in lessons. Geography: Map of the World, know the outlines and zones, the countries of Europe and Asia, with their chief towns, and the principal circles on the Globe. Arithmetic: can write quantities expressed by four digits and add six lines of addends; Tables to the end of 12 times. Zoology: Chart of Invertebrate Animals, with their divisions, &c. Reading and explanation to the end of 51st page.

First Class (*First Division*).—Spelling: First four pages in Spelling Book Superseded; spelling of words in First Book; can write any sentence from dictation in First Book. Grammar: The nouns in lessons. Geography: Map of the World, outlines, zones, principal countries, with the capitals, in Europe and Asia. Arithmetic: Can write quantities expressed by four digits, and add four lines of addends. Zoology: Chart of Invertebrate Animals.

First Class (*Second Division*).—Spelling: First five columns in Spelling Book Superseded; First Book to the end of page 27; can write sentences read from First Book to the end of the 27th page. Grammar: nouns, adjectives, and verbs in First Book. Geography: Map of the World, outlines, zones, and countries. Arithmetic: write quantities expressed by three digits and add four lines of addends. Natural History: Invertebrate Animal's Chart.

COURSE of INSTRUCTION for MONITRESSES.

Morning from 9 to 10 o'clock, A.M., taught by Miss Entwistle.

Mondays and Thursdays,	Spelling, Dictation, Roots, Prefixes, and Affixes.
Tuesdays and Fridays,	Grammar and Lesson Books.
Wednesdays and Saturdays,	Descriptive Geography.

Evening Class taught by Miss Ryan.

Mondays and Thursdays,	Principles of Pronunciation and Arithmetic.
Tuesdays and Fridays,	Mathematical and Physical Geography.
Wednesday,	Literary Class Book and Reading.

TIME TABLE.

Time.	First Book.	Second Book.	Sequel.	Third Book.	Fourth Book.
10½ to 11	Lessons prepared at home.	Lessons prepared at home.	Reading.	Writing on paper.	Writing on paper.
11 to 11½	Dictation.	Reading.	Lessons prepared at home.	Lessons prepared at home.	Lessons prepared at home.
11½ to 12	Reading.	Writing.	Writing.	Dictation.	Dictation.
12 to 12½	Writing.	Dictation.	Dictation.	Reading.	Reading.
12½ to 12·45	Mental Arithmetic.	Mental Arithmetic.	Mental Arithmetic.	Mental Arithmetic.	Mental Arithmetic.
12·45 to 1	Play.	Play.	Play.	Play.	Play.
1 to 1½	Grammar.	Grammar.	Singing.	Singing.	Singing.
1½ to 2	Singing.	Singing.	Needlework.	Needlework.	Grammar.
2 to 2½	Arithmetic.	Arithmetic.	Grammar.	Grammar.	Needlework.
2½ to 3	Needlework.	Needlework.	Arithmetic.	Arithmetic.	Arithmetic.

SATURDAY.

Time.	First Book.	Second Book.	Sequel.	Third Book.	Fourth Book.
10½ to 11½	Reading.	Reading.	Reading.	Reading.	Reading.
11½ to 12	Singing.	Singing.	Singing.	Singing.	Singing.
12 to 1	30m. Geography.	30m. Geography.	Drawing.	Drawing.	Drawing.
	30m. Natural History.	30m. Natural History.	—	—	—

Geography is taught on Mondays, Wednesdays, and Fridays, instead of dictation.

Drawing from 3 to 4 o'clock on Tuesdays and Thursdays; Saturdays from 12 to 1 o'clock.

Religious Instructions from 10 to 10½ o'clock on every day but Saturday, on which day religious instructions continue till 11 o'clock.

PROGRAMME FOR THE INFANT SCHOOL.

First Class (*First Division*).—Reading and Spelling, with explanations, First and Second Sections of First Book. Geography: Outlines of Map of the World. Arithmetic: repeat and sing Arithmetical Tables, and learn Addition with arithmeticon. Repeat names of seasons and days of the week, also Simple Poetry.

First Class (*Second Division*).—Reading and Spelling, with explanations, Third Section of First Book. Grammar: name Parts of Speech, and point out noun and adjective. Geography: Outlines of World, and Countries of Europe. Arithmetic: Tables, as far as four times, Addition on black board. Writing: any of the sentences in Second Section of First Book.

Second Class.—Reading and Spelling, with explanations, as far as page 40 in Second Book. Grammar: point out noun and adjective as they occur in their lessons. Geography: Maps of World and Europe. Arithmetic: Tables, as far as six times, Addition on slates, also Pence Table and Table of Time. Writing: names of seasons and days of the week, any of the sentences in Third Section of First Book, together with simple numbers on slates.

All the classes receive gallery lessons on natural history, objects, and geometrical figures, varying their lessons by songs, accompanied with manual exercises.

TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
10 to 10½	Religious Instruction.	Religious Instruction.	Religious Instruction.	Religious Instruction.	Religious Instruction.	Religious Instruction.
10½ to 11	Sacred Poetry.	Sacred Poetry.	Sacred Poetry.	Sacred Poetry.	Religious Instruction.	Sacred Poetry.
11 to 11·40	Reading.	Reading.	Reading.	Reading.	Reading.	Reading.
11·40 to 12	Tables, and Rolls called.	Tables, and Rolls called.	Tables, and Rolls called.	Tables, and Rolls called.	Tables, and Rolls called.	Tables, and Rolls called.
12 to 12½	Relaxation.	Relaxation.	Relaxation.	Relaxation.	Relaxation.	School dismissed.
12½ to 1	Writing.	Writing.	Writing.	Writing.	Writing.	—
1 to 1½	Lunch.	Lunch.	Lunch.	Lunch.	Lunch.	—
1½ to 2¼	March, Singing, and Gallery Lesson.	March, Singing, and Gallery Lesson.	March, Singing, and Gallery Lesson.	March, Singing, and Gallery Lesson.	March, Singing, and Gallery Lesson.	—
2¼ to 2¾	Natural History in Circulating Classes.	Grammar.	Geometrical Figures.	Geography.	Arithmetic.	—
2¾ to 3	General Lesson read and school dismissed.	General Lesson read and school dismissed.	General Lesson read and school dismissed.	General Lesson read and school dismissed.	General Lesson read and school dismissed.	—

OBSERVATIONS extracted from "Visitors' Observation Book," 1855.

February 26.—Sir John Power.—Much pleased—the children clean, and the school most orderly.

March 23.—Robert O'Callaghan, D.D.—Inspected the three schools, and was much pleased with the whole appearance of the schools and of the children. Every department seemed to be conducted in the most satisfactory manner, which must ultimately command a more extensive appreciation of this establishment than it has yet obtained.

April 10.—Rev. John O'Regan.—Much pleased with the state of the house.

July 6.—William C. Gorman, Clerk.—Visited the several schools, and was much pleased with the answering and intelligence of the children.

July 25.—Rev. P. J. Kavanagh has visited this establishment, and was much pleased indeed with the proficiency of the children in their various classes, particularly in the department of the singing classes, which delighted me much.

August 15.—Kildare (Marquess of).—I am much pleased with the cleanliness and general state of the buildings.

Henry George Hughes, Lower Fitzwilliam-street, Dublin.—I am highly gratified with the state and condition of the establishment.

W. Neilson Hancock, 74, Lower Gardiner-street, Dublin.—I am much pleased with the completeness of the arrangements and the state of the buildings—it being a holiday there was no opportunity of seeing the children.

August 22.—Thomas Dawson, Clerk.—Visited, and was much pleased with the answering of all the classes, and the untiring exertions of the teachers.

August 23.—John Nash, W. M.—The examination of the children gave me much satisfaction, and convinced me of the efficiency of the system.

August 29.—Thomas White, Clerk, Powerstown Glebe.—What I have seen in my short visit to this school highly pleased me. The teachers must be very efficient.

August 29.—Rev. R. Doyle, P.P.—Must express the very satisfactory manner in which the children answered the various questions, and the admirable training of the infants in particular.

August 30.—Bryant Burgess, M.A., Buckingham.—Much gratified at the state of the infant school.

September 5.—Alex. Luke, Free Church, Broxburn, Scotland.—Greatly pleased with all I have seen and heard.

November 2.—Sir W. M. Napier.—Very much gratified with all I have to-day seen in this valuable institution.

November 5.—Colonel and Lady L. Tighe.—Heard a class examined, and were much pleased with the answering and intelligence displayed by the boys.

Appendix C.

Male Department.—Occupation of Parents, December 31st, 1855.

Occupation.	No.	Occupation.	No.
Publican,	8	Butcher,	3
Servant,	4	Porter,	1
Dealer,	8	Embroidery,	1
Clerk,	7	Policeman,	3
Shopkeeper,	9	Dressmaker,	1
Farmer,	10	Excise Officer,	1
Carpenter,	5	Saddler,	1
Tinman,	1	Steward,	2
Baker,	4	Architect,	2
Horse-trainer,	2	Apothecary,	2
Smith,	5	Billiardroom Keeper,	1
Car-driver,	5	Teacher,	1
Hostler,	1	Watchmaker,	1
Shoemaker,	7	Confectioner,	1
Labourer,	16	Manager of Provincial Bank,	1
Basketmaker,	1	Hotel-keeper,	2
Harnessmaker,	1	Veterinary Surgeon,	1
Printer,	2	Painter,	1
Town Serjeant,	1	Gaoler,	1
Gardener,	1		

APPENDIX G. IV. Reports on District Model Schools.

Kilkenny.

GIRLS' DEPARTMENT.—OCCUPATION of PARENTS of PUPILS on School-Rolls, 12th December, 1855.

Occupation.	No.	Occupation.	No.
Alderman,	1	Laundress,	4
Baker,	1	Labourer,	14
Bootmaker,	5	Pensioner,	1
Carrier,	4	Postmaster,	1
Car-owner,	1	Police officer,	1
Carpenter,	2	Painter,	2
Clerk,	6	Scrivener,	1
Cook,	1	Paper Stainer,	3
Cooper,	2	Soldier,	1
Confectioner,	1	Steward,	2
Cutler,	2	Surgeon (V.),	2
Dairy-woman,	1	Surveyor,	3
Dealer,	7	Shopkeeper,	6
Engineer (Royal),	1	Teacher,	1
Farmer,	10	Tailor,	1
Gardener,	2	Waiter,	1
Grocer,	2	Chandler,	1
Herd,	1		
Jeweller,	1	Total,	96

AGES OF PUPILS.

Years.	No.	Years.	No.
7	–	15	4
8	13	16	5
9	20	17	2
10	9	18	3
11	12	19	1
12	12	20	1
13	8		
14	5		96

INFANT DEPARTMENT.—OCCUPATION of PARENTS of PUPILS on Rolls 31st December, 1855.

Occupation.	No.	Occupation.	No.
Butcher,	2	Lemonade Manufacturer,	1
Baker,	2	Labourer,	10
Confectioner,	1	Nailer,	2
Cutler,	1	Printer,	3
Cabinetmaker,	2	Publican,	6
Corn Factor,	4	Saddler,	2
Dealer,	2	Tailor,	7
Dressmaker,	3	Watchmaker,	1
Engineer,	3	Woollen Draper,	4
Farmer,	2	Policeman,	4
Groom,	3		
Grocer,	2	Total,	73
Hotel-keeper,	6		

RETURN of ATTENDANCE, SCHOOL FEES, &c., for the Year ended December 31, 1855.

Months.	Boys.				Girls.				Infants.				Total.			
	Average on Rolls.	Average daily attendance.	Proportion of daily attendance to 100 on Rolls.	Amount of School Fees received.	Average on Rolls.	Average daily attendance.	Proportion of daily attendance to 100 on Rolls.	Amount of School Requisites purchased.	Average on Rolls.	Average daily attendance.	Proportion of daily attendance to 100 on Rolls.	Amount of School Fees received.	Amount of School Requisites purchased.	Average on Rolls.	Average daily attendance.	Amount of School Fees received.	Amount of School Requisites purchased.
				£ s. d.				£ s. d.				£ s. d.	£ s. d.			£ s. d.	£ s. d.
January,	67·4	57·8	85·4	3 18 9	25·2	21·7	86·1	1 9 21	15·	10·3	68·	0 19 10	0 0 11¾	107·6	89·7	7 0 10	1 19 5¾
February,	80·7	65·4	82·3	2 16 7	37·	27·7	74·8	1 8 0	17·5	12·3	81·5	0 9 6	0 0 3	135·2	105·4	5 5 0	1 14 9
March,	82·2	71·8	87·3	2 3 2	39·5	36·5	92·4	0 5 3¾	18·2	15·6	85·7	0 6 10	0 0 0½	139·9	123·9	3 15 10	0 16 4¼
April,	71·	55·6	78·3	3 9 5	44·6	36·7	82·2	0 14 8	1 16 8	0 9 10	21·6	20·3	93·9	1 0 0	137·2	112·6	6 6 1	1 4 6
May,	80·6	65·8	81·6	2 14 9	50·	38·5	77·	0 9 6½	3 3 8	0 14 0	26·2	22·6	86·2	0 18 11	156·8	126·9	6 17 4	1 3 9½
June,	91·2	78·5	86·1	3 11 0	59·2	50·7	85·	1 12 2¾	2 1 5	0 7 3	34·	27·3	80·2	0 17 7	184·4	156·5	6 10 0	1 19 11¾
July,	97·2	82·7	85·1	4 1 4	71·7	60·7	84·6	1 6 7¾	3 9 5	0 10 7¼	43·	34·	79·	2 19 11	211·9	177·4	10 10 8	1 17 7¾
August,	96·5	82·	84·9	5 11 0	74·3	59·5	80·8	0 16 2¼	2 7 4	0 5 10½	53·5	44·5	83·1	2 2 10	224·3	186·0	10 1 2	1 3 0¾
September,	114·	96·2	84·4	5 2 4	84·7	69·1	81·5	1 6 0¼	4 13 0	0 9 10	66·3	55·2	82·1	2 7 11	268·3	231·6	12 3 3	1 16 8¼
October,	130·7	109·7	83·9	6 3 10	99·	86·	87·5	1 18 10¾	5 2 6	0 0 7	79·7	65·5	82·1	3 11 7	309·4	261·2	14 17 11	2 8 3½
November,	141·3	111·	78·6	4 1 10	109·5	96·6	88·	1 1 2	2 16 6	0 11 0	81·	64·4	79·5	2 4 2	331·8	273·0	9 2 6	1 13 2
December,	141·3	107·5	76·1	5 6 4	99·3	89·2	89·8	1 1 4¼	2 6 0	0 11 10	75·7	55·3	73·	0 18 3	316·3	252·0	8 10 7	1 14 5¼
Totals, and General Averages,	99·29	82·	82·59	49 0 4	66·2	56·	84·1	13 9 2	33 3 6	5 14 4½	44·5	36·5	82·3	18 17 4	210·1	174·6	101 1 2	19 12 0¾

Appendix G.

IV. Reports on District Model Schools.

Kilkenny.

List of Pupil Teachers and Paid Monitors in Kilkenny District Model School.

No.	Name.	Date of Entrance.	Age at Entrance	Religion.	Office.
1	William Brennan, .	20–11–54	16	R.C.	Paid Monitor.
2	Thomas M'Ardle, .	20–11–54	17	R.C.	Paid Monitor.
3	John Murtagh, .	1–2–55	15	R.C.	Paid Monitor until 1–10–55, and Pupil Teacher since 1–10–55.
4	John Thompson, .	17–3–55	16	E.C.	Paid Monitor until 23–10–55, and Pupil Teacher since 1–12–55.
5	George Maxwell, .	1–2–55	16	E.C.	Paid Monitor.
6	Michael Rothe, .	1–7–55	14	R.C.	Paid Monitor.
7	Thomas Lennon, .	1–7–55	14	R.C.	Paid Monitor.
8	Michael O'Donnell,	1–10–55	17	R.C.	Pupil Teacher.
9	Michael Murphy, .	1–11–55	17	R.C.	Pupil Teacher.
10	William Hanrahan,	1–11–55	17	R.C.	Pupil Teacher.
11	Denis O'Sullivan, .	1–12–55	17	R.C.	Pupil Teacher.
12	Patrick O'Sullivan,	1–12–55	17	R.C.	Pupil Teacher.

List of Paid Monitresses in Kilkenny District Model School.

No.	Name.	Date of Entrance.	Age at Entrance	Religion.	Office.
1	Ellen Kelly, . .	1–12–54	16	R.C.	Paid Monitress.
2	Kate Wright, .	1–12–54	17	E.C.	Paid Monitress.*
3	Julia Maher, . .	1–12–54	18	R.C.	Paid Monitress.
4	Alicia Fleming, .	1–12–54	18	R.C.	Paid Monitress.
5	Ellen Murtagh, .	12–12–54	25	R.C.	Paid Monitress.
6	Maria Purcell, .	1–6–55	16	R.C.	Paid Monitress.
7	Bridget Bourke, .	1–6–55	16	R.C.	Paid Monitress.
8	Rosanna Entwistle,	1–10–55	14	E.C.	Paid Monitress.†
9	Eliza Flood, . .	1–10–55	16	R.C.	Paid Monitress.
10	Dora Dwane, .	1–11–55	18	R.C.	Paid Monitress.
11	Eliza Shiel, . .	1–11–55	18	R.C.	Paid Monitress.

* Left 8th September, 1855. Appointed Assistant at Portlaw National School.
† Resigned 31st December, 1855. Pupil at the Marlborough-street School.

APPENDIX H.

Page

REPORTS of DISTRICT INSPECTORS on INDUSTRIAL NATIONAL SCHOOLS :

No. 1. DUNDALK INDUSTRIAL NATIONAL SCHOOL, . . . 301
„ 2. ST. VINCENT'S, „ . . . 302
„ 3. FREDERICK-STREET, „ . . . 303
„ 4. CARRICKMACROSS, „ . . . 306
„ 5. NEW ROSS, „ . . . 308
„ 6. BALLYMENA, „ . . . 311
„ 7. BANTRY, „ . . . 312
„ 8. CHARLEVILLE, „ . . . 314
„ 9. KANTURK, „ . . . 314
„ 10. DONERAILE, „ . . . 315
„ 11. MALLOW, „ . . . 316
„ 12. FERMOY, „ . . . 316

APPENDIX H.

Reports of District Inspectors on Industrial Schools.

No. 1.—Special Report of F. F. O'Carroll, Esq., on the Dundalk Industrial National School.

Drogheda, January 31, 1856.

Gentlemen,—I visited on the 24th of January the Dundalk Industrial School. I found only eight pupils in attendance—four engaged at stamped muslin embroidery, three at plain work, and one at guipure.

Attendance.— There are only twenty-four names on the rolls. The average daily attendance, for the year ending 1855, was twenty, and the highest number on the rolls for the same period was thirty-four. Altogether fifty-two pupils are entered on the register as having been in attendance during a part of the past year, but some remained only a short time. The sewing hours are from half-past ten to twelve, and from half-past twelve to three, on all week days except Friday, on which day the industrial school closes at a quarter past two.

Literary Instruction.—Only four of the twenty-four on the rolls receive literary instruction, and the time devoted to it is one hour, or occasionally an hour and fifteen minutes. During that space those four girls attend in the junior school, and they are entered on its senior roll. The degree of proficiency attained within a period so short, and at irregular intervals, can be but slight.

Sources of Industry for School Girls in locality.—There is no factory in Dundalk. Stamped muslin embroidery, shirt and collar making, are the chief sources of industry for girls not engaged as servants. There are three offices for muslin embroidery in the town, but it is not now remunerative as heretofore, and workers of this class are now comparatively few.

An English merchant gives employment, as I am informed, to about 100 girls in this town and its suburbs, in collar and shirt making. One of the girls told me that he allows only 3*d.* per dozen for stitching collars, and that a very good hand could only stitch two dozen in a day. But he has now introduced a machine for stitching, which in one hour can produce as much work as six girls could in the same time.

Earnings.—£76 8*s.* 7*d.* was received for the work done in the school during the past year. The best girls can earn at plain work 3*s.* per week ; at the guipure, from 4*s.* to 5*s.* per week ; and at stamped muslin from 1*s.* to 2*s.* 6*d.* Beginners earn only 6*d.* a-week at this latter branch, and the best workers not above 3*s.*, for which they must work all day and part of the night.

The twenty-four pupils now on the roll are thus distributed—seven at stamped muslin, six at guipure, eleven at plain work. Six girls earned about £6 10*s.* for guipure in 1854 ; and the only five girls who worked at it in 1855 earned from £5 to £6 each.

Comparison with former Years.—This school was established in February, 1850. The average daily attendance during that year was 52 ; but the earnings very small. From the close of that year to the close of 1855 the state of the school will appear from the following table :—

APPENDIX H.

Reports of District Inspectors on Industrial Schools.

Dundalk.

AVERAGE ATTENDANCE and RECEIPTS from 1851 to 1855.

Year.	Average Attendance.	Receipts.	Nature of the Work.
		£ s. d.	
1851	27	29 19 7	Chiefly tambour work.
1852	32	34 7 11	„
1853	30	72 4 10½	Guipure, chiefly.
1854	36	59 15 11	Plain work, guipure muslin.
1855	20	76 8 7	Plain work, chiefly shirt-making.

Advantages to the locality are evident. Here is a very fine room, well lighted and fitted up with every convenience, a comfortable fire, religious instruction daily, at stated times—a sister always in attendance; literary instruction, if required; but I am sorry to see those advantages neglected, and the attendance so small. However, there is a prospect of improvement. The Community have a contract for the supply of 150 shirts per month to the militia depot. The contract commences on the 1st of February, and is to continue for twelve months. The shirts are made of plain calico; a girl could easily work one in a day, and thus earn 2*s.* 6*d.* per week.

This contract will, probably, greatly increase the industrial roll.

Exclusive of the Board's grant, this school receives no support except what is paid for the work.

No *materials* have been hitherto purchased except thread, buttons, and the muslin for the guipure. There is no account of this expenditure; probably about £4 for the year 1855.

The accounts have not been kept with the *accuracy* required. The register is not balanced, and the dates of leaving have been only occasionally marked. The four girls who receive literary instruction are entered both on the literary and industrial rolls; but in future they are to be entered on the industrial only.

I have the honour to be, Gentlemen, your obedient servant,

F. F. O'CARROLL, District Inspector.

The Secretaries.

St. Vincent's.

No. 2.—SPECIAL REPORT of ROBERT POTTERTON, Esq., on the ST. VINCENT'S INDUSTRIAL NATIONAL SCHOOL.

Loughrea, February 14, 1856.

GENTLEMEN,—I beg to submit the annual report on the Industrial Department of St. Vincent's National School for the past year.

On the day of inspection for this purpose, the 7th instant, there were present in the school 142. Only eleven of these belonged to the department in question.

Embroidery on muslin and some plain work are the only industrial branches taught.

Reading, writing from dictation, arithmetic, and tables, form the literary instruction—which occupies two hours daily; and in each of these branches fully third-class proficiency was exhibited by all, and higher by some.

There is no other source of industrial engagement in the locality during the comparatively idle seasons for agricultural employment for

females ; which latter employment being more remunerative, reduces, when plenty, the attendance at school.

It appears that the rates of payment for embroidery have declined during the past year, while those for plain work have not varied ; and as the former class of work is more generally pursued, there has been a proportionate decrease in the amount of earning this year as compared with last.

The average daily attendance for school at large for past year was 143 ; that of those attending industrial department not ascertainable, special records not having been kept ; but the highest number in this department, present on any one day, was eighteen.

The total amount of earning, in the way of embroidery, was £20 ; that for plain work, not ascertainable, having been executed on private orders, and no account having been kept.

From this cause, also, the average earning of each worker is not known ; but 3*s*. per week was the highest realized by any worker in the past year.

The materials for embroidery were supplied by Messrs. S. R. and T. Brown, of Glasgow ; those for plain work, exclusively by the parties giving the orders ; and hence, no outlay in this respect was incurred.

On the whole, the working of the department in question proved so generally unsatisfactory during the year just passed, that it is in contemplation to discontinue altogether its operation as a distinct department.

I am, Gentlemen, your obedient servant,

R. Potterton, District Inspector.

The Secretaries, Education Office,
Marlborough-street, Dublin.

No. 3.—Special Report of James Patterson, Esq., on the Frederick-street Industrial National School. *Frederick-st.*

Belfast, March 24, 1856.

Gentlemen,—In conformity with the instructions communicated in your circulars of the 18th January and 4th February last, on the mode of reporting on industrial schools, I make the following report on the only school of the kind in this district.

The Frederick-street Female Industrial National School continues to be conducted under the management of a Committee of ladies, and to confer the benefits of instruction, food, and clothing, on a large number of destitute children, of various religious denominations. The number of children on the rolls on the 31st of December, 1855, was eighty-one, viz. :—of the Established Church, thirty-three ; Roman Catholics, twenty-one ; and Presbyterians, twenty-seven. The average daily attendance for the year was seventy-eight ; and the total number of children who had attended any portion of the year, 140.

The industrial instruction consists in needlework, washing, and doing up clothes, house-cleaning, and cooking. All kinds of plain needlework, knitting, darning, and crochet work, are taught with great success.

The literary instruction consists of reading, English grammar, geography, arithmetic, and writing. The proficiency of the children in reading and writing is very fair. Less attention is given to grammar

APPENDIX H.

Reports of District Inspectors on Industrial Schools.

Frederick-st.

and geography, which appear to be considered as of little use for children of the class received into this school; and I am sorry to add that in the admittedly important branch of arithmetic, little progress has been made.

The Committee, in their last report, published for the years 1854–55, state that "the routine of school avocations is as follows:—The children assemble at eight in the morning. Those children appointed to do the work of the house are to come an hour earlier. Half an hour is given for washing, changing the clothes, combing the hair; at half-past eight a hymn is sung, and a Scripture lesson given; breakfast at nine; playground till ten; from ten till two in school; dinner and play from two till three; school resumed at three, and continued till dusk in winter, and six in summer."

No secular literary instruction is given on Saturdays, the children being occupied on that day in mending their clothes. On each of the other five days, three hours and a-half are devoted to secular literary instruction, and two hours and a-half in summer, and nearly two hours in winter, to needlework.

Religious instruction is given from half-past eight to nine o'clock on each of the six days (Saturday excepted, in winter only), and from ten till eleven o'clock on Saturday.

When admission is sought for a child, the rules of the school are read to the parent or guardian applying, and no deviation from these rules is allowed. They require punctuality of attendance, either at eight or ten o'clock in the morning, and participation in all the subsequent business of the school, neatness of person, care of the school dress—which is given or lent to the pupils—and general good conduct. When the children assemble at eight o'clock they repair to the wash-room to wash themselves, if they have not done so before coming to school, and to put on each a clean outer dress belonging to the school, which is worn only in it. The Committee consider this attention to personal neatness so important a part of the school discipline that they admit no child to breakfast who has not attended to it. But to accommodate those whose parents may object to their receiving the religious instruction, which follows the dressing and precedes the breakfast, such are permitted to come to school at ten o'clock, when the secular instruction commences. These would not receive the breakfast, but would participate in all the advantages afforded by the school after ten o'clock, viz., secular, literary, and industrial education, dinner, bread for supper, and under garments, which the children are allowed to wear at home as well as at school. It has been frequently announced to the school, that any child may come at ten o'clock instead of coming at eight o'clock, if her parents or guardian disapproves of her attending the religious instruction; but, in point of fact, although the gate is kept open until eleven, no one has ever availed herself of that permission, except one child who did so for a few days only, and then resumed her former practice of coming at eight o'clock, at which hour she continues to attend. A lady of the Committee called on this child's parent, in consequence, and ascertained that it was her wish that her child should attend at eight o'clock.

Attendance before eleven o'clock on Saturday is not compulsory.

Breakfast takes place at nine, and dinner at two o'clock. The only religious exercises then, are grace before and after meat, repeated aloud by one of the pupils, according to the following formula:—"The Lord make us truly thankful for what we are about to receive" (or "for what we have received").

When any child has been a month in regular attendance at the school,

she is lent a set of under garments, to wear at home as well as at school, while she continues to be a pupil. No distinction on account of creed is made; the only condition being a month's regular attendance. Attendance on the religious instruction is not required in order to entitle a pupil to this benefit. Clothes are presented at Christmas, unconditionally, and on occasion of each pupil's departure from the school, after regular attendance at secular instruction for two years —no ceremony or formality accompanying the presentation, except advice as to good conduct, and, occasionally, the gift of a Bible in the Authorized version, if the child be a Protestant, or in the Douay version, if she be a Roman Catholic.

The advantages to the locality of the establishment of this school consists in the support, and the moral, literary, and industrial education—so far as it goes—of a number of children, who would otherwise be begging, thieving, or in the workhouse; and these advantages vary little from year to year. It does not appear to have any considerable direct influence on the trade or manufactures of the town, its design being rather to promote morality, intelligence, and industry in a class not generally characterized by those qualities, than to prepare the children for any other specific employment than domestic service or their own household affairs. The chief and very abundant sources of industry in Belfast for such young people are, the spinning mills, domestic service, and muslin sewing; and it is known that about a fourth part of the pupils who leave this school in the course of the year, go, in nearly equal proportions, to the mills or to service; of another fourth, whose destination cannot be so easily traced, the majority probably support themselves by muslin sewing; about a sixth are kept away by illness; some others go to warehouses; some to help at home; some remove from Belfast; a very small proportion return to begging, or go to the workhouse.

Inasmuch as the work done by the children in the school is chiefly making and mending the clothes they wear, no comparison can be instituted between its value and the remuneration they would receive in mills, in service, or from the sewed muslin manufacturers. Little of the work done in the school brings any pecuniary return to it. At a bazaar, held this year (1855), £26 was received for gentlemen's shirts and baby linen, the work of the pupils, and specially done for that occasion, under the direction of an extra teacher, engaged temporarily for the business of preparing marketable work for the bazaar. I cannot ascertain the separate cost of the materials of which this work was made.

The accounts of the industrial school, and those of the infant school, which is under the same management, are not kept separately. The income of both, for the year ended the 21st March, 1855, the date of the last financial statement, amounted to £876 9*s.* 0½*d.*, from the following sources, viz.:—

	£	*s.*	*d.*
Annual subscriptions collected by the ladies,	285	18	2
Donations,	113	2	10
Bequests,	115	0	0
Proceeds of bazaar,	285	14	10½
Sale of pigs,	8	3	0
Salaries from Commissioners of Education,	66	11	8
Grant of books from Commissioners of Education,	1	18	6
Total,	876	9	0½

APPENDIX H.

Reports of District Inspectors on Industrial Schools.

Frederick-st.

Of this sum, about £50, including £37 10*s.* of the salaries from the Commissioners of Education, is the share of the infant school.

The total expenditure during the year, on food, clothing, fuel, salaries, wages, school requisites, repairs, &c., appears to have been £565 3*s.* 11½*d.*, including about £50 on the infant school.

I am, Gentlemen, your obedient servant,

JAMES PATTERSON, District Inspector.

The Secretaries, Education Office.

Carrickmacross and Branch Schools.

No. 4.—SPECIAL REPORT for 1855 of SAMUEL ADAIR, Esq., on the CARRICKMACROSS CENTRAL INDUSTRIAL NATIONAL SCHOOL and its seven District or Branch Schools.

Bailieborough, 31st March, 1856.

GENTLEMEN,—I beg to submit the following as my Special Report for the year 1855, on the Carrickmacross Central Industrial National School, and the seven District or Branch Schools, in the Barony of Farney, connected with it.

I. The different kinds of needle-work taught in the several schools during the year, by whom taught, and the time, daily, devoted to such industrial instruction, are given in the following tabulated summary:—

School.		Branches Taught.	Time daily, Saturday excepted.	Teacher.
Central School,	Carrickmacross,	Lace-making (guipure and applique), muslin, embroidery, plain sewing, knitting, and designing, ...	10 to 3	Principal Teacher.
Branch School,	Drumlusty,	Lace-making as above, plain sewing, and knitting, . . .	11 „ 1	Workmistress.
„	Ballymackney,	Lace-making as above, plain sewing, and knitting, . . .	12 „ 2	„
„	Blackstaff,	Lace-making, muslin, embroidery, plain sewing, and knitting, .	11 „ 1	„
„	Ashburton,	Muslin, embroidery, plain sewing, and knitting, ...	11 „ 2½	„
„	Broomfield,	Muslin embroidery, and plain sewing, ...	12 „ 2	„
„	Aghnafarcan,	Muslin embroidery, plain sewing, and knitting, ...	12 „ 2	„
„	Kednaminsha,	Lace-making, plain sewing, and knitting, ...	12 „ 2	„

II. It will be seen from the preceding table that, in each case, literary and industrial instruction are given at the same time, in the different schools,—in the central, by the principal teacher and a literary assistant; in the others, by the master and a workmistress, each being in charge of his or her own department. Miss Hamilton, now the literary teacher in the Central School, receives from the Marquess of Bath £12 per annum, in addition to her salary from the Board, the amount of which is regulated by her classification; she is at present in the probationary class, the salary attached to which is £12 per annum. Her total income from the school, therefore, is £24 a-year. The course of literary instruction given is in every way similar to that adopted in ordinary National Schools, but much more limited in extent. The books used, also, are the same, viz.: those issued by the Commissioners. The

proficiency of the pupils in literary subjects is very limited. This, however, is not to be wondered at when the class of persons attending the school, and the object they have in view in joining it, are taken into consideration. Many of them are *young women* whose education has been neglected, and who now feel ashamed to be classed with *children*, and to join them in their literary lessons. It is often with difficulty they are induced to partake of literary instruction at all. They attend the school chiefly, if not solely, for the purpose of acquiring the means of earning a livelihood.

The industrial teacher of the Central School (Mrs. Campbell), receives £10 as an annual subscription from the Marquess of Bath, in addition to her salary from the Board, which is now £40 per annum. Her income, therefore, from the *school alone*, is £50 a-year. Each workmistress in the branch schools receives an annual subscription of £4 from the same source, in addition to her salary (£8), from the Board; making £12 per annum as the amount of remuneration received by each for her services *in the school*. As the time of the workmistresses, however, is not wholly taken up by their duties in the schools, they have opportunities of considerably increasing their earnings by dress-making and the like, at home.

It is only since the 1st of November last, that the industrial and literary departments of the school have been under separate teachers. Up to that date the *entire teaching* devolved on Miss Hamilton. As her duties *now* are confined to the instruction of the girls in the ordinary branches of reading, writing, arithmetic, &c., a greater degree of proficiency in literary subjects is to be looked for, and I believe will be the result.

III. The introduction of needle-work (and of lace-making in particular), through the agency of this school, has undoubtedly done much good for the female portion of the lower classes in the locality. Many young women are now, and have been for a considerable time, earning respectable wages by this means, and that too in a way much more agreeable to them than any other employment they could obtain would be. The amount of good, however, derived from this and other like institutions, is not to be measured solely by the actual receipts, in money, of the pupils. I believe, on good authority, and from personal observation, that the condition of the female peasantry within reach of the school and its "branches" has, since their establishment, and by means of them, been very much ameliorated. No doubt, the condition of the country generally, has materially improved within the last few years, and the parties referred to may, independently of the school or its advantages, have shared in the general advancement; still they cannot but be the better for the instruction they have received.

I am sorry to say the attendance of females at the central school is not now so large as it has been. There are several causes for this, the chief of which I believe to be the recent opening of another similar school in the town.

IV. I have not been able to procure sufficient *data* to enable me to institute a comparison of the former with the present rates of earning of the pupils in each department. I am informed that good work (lace), is now paid for at a higher rate than formerly; the manager is of opinion that the value of the work performed is, on the whole, on the increase.

V. The only other source of employment in the locality for persons of a school-going age is field work. The rate of wages for this kind of work is higher, I should say, *on an average*, than can be earned at needle-work; but females who have thoroughly learned lace-making

APPENDIX H.

Reports of District Inspectors on Industrial Schools.

Carrickmacross and Branch Schools.

or embroidery, and have devoted themselves to the work, are able to earn much more than persons of the same age and sex employed as farm labourers.

VI. The following summary is made out for the year ended 31st December last; and in it I have endeavoured to state the chief points of a statistical nature, with regard to which the Commissioners may desire to be informed.

SUMMARY of INDUSTRIAL SCHOOLS in District 19, for the year 1855.

No. in District.	Roll Number.	School.	Average Attendance.			Number who attended any time during the year 1855.			Sum received in each school for work in 1855.			Average amount received by each pupil.			Highest amount received by one pupil.			Sum laid out in purchasing materials.		
			M.	F.	Total.	M.	F.	Total.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1	5617	Carrickmacross, Central,	—	29	29	—	113	113	103	18	0	3	9	3	11	4	0	12	11	6
2	5113	Drumlusty,	24	14	38	112	96	208	66	12	2	4	8	9	10	0	0	5	0	10
3	5501	Ballymackney,	22	18	40	96	84	180	52	19	7	3	2	4	13	4	3	3	10	6
4	5502	Blackstaff,	25	15	40	126	59	185	18	0	0	1	16	0	4	0	0	1	2	8
5	5499	Ashburton,	22	14	36	74	35	109	36	13	2	4	11	0	5	0	0	0	4	0
6	5114	Broomfield,	22	14	36	56	42	98	16	9	4	1	5	4	2	0	0	—		
7	5500	Aghnafarcan,	24	16	40	88	75	163	29	8	4	2	8	11½	3	0	0	0	7	4
8	5498	Kednaminsha,	37	32	69	54	67	121	22	7	6	2	0	6	6	0	0	0	16	0

I have the honour to be, Gentlemen, your obedient servant,

SAMUEL ADAIR, District Inspector.

The Secretaries,
Education Office, Dublin.

New Ross.

No. 5.—SPECIAL REPORT of HENRY PETER CLARKE, Esq., on the NEW ROSS INDUSTRIAL NATIONAL SCHOOL.

Wexford, April, 1856.

GENTLEMEN,—I beg to submit my Report for the year 1855, on the New Ross Female Industrial School, county Wexford.

The school is a department of the New Ross Female National School under the care of a Community of Nuns of the Carmelite order. It has been in operation since the year 1847; but no aid in addition to the usual per centage allowed by the Commissioners to the literary school on the average daily attendance of pupils was granted to it until August, 1854, when a sum of £10 annually was voted towards paying a teacher of needle-work. This young person has proved very useful in superintending the workers and in other duties, but the needle-work being of a very superior description can be taught in point of fact only by some of the nuns, who devote their whole time to it. These ladies have a particular taste for it, and have evidently spent many years in practising the various sorts made in the school. These are, in the order of the quantities made of each, muslin embroidery, guipure lace, crochet, point lace of the old Spanish sort, and ornamental knitting.

No aid is received from the locality by subscriptions or otherwise. All the money paid to the workers is the produce of the sale of their own work.

Some few of the youngest workers, (twenty-five), and who are only beginning to learn, attend the literary school for about an hour and

a-half daily, and are taught reading, writing, and arithmetic; but as they become skilful at the work and earn some money by it, their whole attention is given to it, they are most unwilling to devote any time to the literary school; much persuasion is necessary to induce them to attend it. Hence, when they do attend, as may be easily conceived, they learn little or nothing. I do not think that any progress in literary instruction worthy of mention is made by the workers. But it is to be borne in mind that they are of the poorest class, much poorer than those who attend the literary school with regularity; and their chief object is to earn some money, generally to assist their parents in the support of their families.

The school is open from 12 to 3 o'clock on five days of the week; but *it is chiefly for teaching, not for practising the work.* A large portion of it is made by the workers at their own homes. These call at the school but once a-week to return the pieces and receive payment, or occasionally to get instruction about some difficulty they may have experienced in their progress. Many reside in the country, some at a distance of seven miles.

The chief advantage to the locality arising from the school is, that it affords remunerative employment to a large number of females who would otherwise be without any. There is no other extensive source of industry in the town for females of any age. There are no factories; but this school may be really considered a peculiar sort of factory, where the managers, seeking no pecuniary profit for themselves, give all to the workers. There is another school of the sort in New Ross, held in the Protestant parochial school-house, and which also employs a large number of females, effecting a great deal of good in this way; but I did not visit it as it is not subject to the inspection of the Board. It is under the patronage of Mrs. Tottenham.

The rates of earning have certainly not declined within the year, but have on the contrary rather advanced, chiefly owing to improved proficiency in making guipure lace. The making of point lace was begun in December last, and some progress has been made in it. An industrious girl, attentive to the work, will earn 3*s.* 6*d.* a-week, at the end of six months. The highest amount earned by any is 9*s.* 6*d.* a-week, and the payments vary from this downwards to 4*d.* earned by beginners: who are, however, those who give some time to the literary school. A large portion of the work is of the most elaborate description, and brings a very high price. Thus, ladies' collars worked here are sold for 25*s.* each; this is the highest price for these, and they are at all lower prices down to 6*d.*

The following are the numbers of pupils who practised the different sorts of work during the year:—

Muslin Embroidery, . . .	180
Crochet, ...	72
Guipure Lace, ...	25
Point Lace, ...	18
Ornamental Knitting, . . .	10
Total, . .	305

I would estimate the average number either learning the work or practising it in the school or at their own homes, at 270.

The total amount of money received for work during the year and paid to the workers, was £408 13*s.* 7½*d.*

The weekly wages earned by those who have attained a tolerably good proficiency, appears to amount on an average to 4*s.* a-week.

There has been no expenditure worth noting by the managers for

the purchase of materials during the year. Those who work muslin-embroidery require only a small hoop and needle, which costs about a penny, and which they procure themselves. Messrs. M'Donald and Co. supply the muslin, stamped with patterns, and the thread. They also make very liberal advances of money, in order that the girls may receive immediate payment on finishing their work. How small has been the cost of the thread required for the lace may be estimated from the fact, that three halfpence worth will make a piece of work that will often sell for ten shillings. There is even sometimes not more than two pence worth in a piece that sells for twenty-two shillings. This is the finest thread of flax, and the most expensive. Accordingly, we may conclude that £2 will be sometimes sufficient to buy thread for £160 worth of lace, when worked by a very skilful person. The cotton thread used for the muslin-embroidery is cheaper, and is supplied without charge by the Messrs. M'Donald, but it is returned to them in the work.

The work is sent in parcels to agents in Cork and Dublin, and also to Australia and America.

Much of it, perhaps the larger portion, being executed, not in the school, but at the homes of the workers, as already stated, the average daily attendance *at the school* would not afford any ground for judging of its efficiency, or of the number who derive advantage from it. And as this is the case, no class-rolls have been kept as in the Literary School. For the same reason the numbers present have not been noted daily. Indeed it would not serve any useful purpose to keep accounts of attendance here to the same extent as in the Literary School; and I do not think the aid given by the Board—£10 a-year—would at all compensate for the time this would necessarily occupy.

The number employed on an average during the year I have given at 270. I found 101 in attendance the day of my visit. Their ages vary from fourteen to twenty-four years; but those who work at their own homes are of all ages up to sixty.

The accounts kept consist of a list of the names of the workers and the sums paid for the work. These particulars afford sufficient data for arriving at a correct general conclusion regarding the efficiency and results of the school. The managers must necessarily keep the latter, to settle their accounts with the commercial firm who advance the money necessary to pay for the work in cash when finished. Any more complicated system of accounts would occupy time which could be evidently much better employed in instructing and superintending the workers; neither would the small aid given by the Board be sufficient to remunerate a person for keeping such accounts alone. I cannot, therefore, concur in opinion with some gentlemen who have inspected Industrial Schools, and who think it desirable that a new form of register should be drawn up and kept in them, showing the attainments of the pupils on entering, their progress, the description and number of pieces of work, how disposed of, and at what remuneration, &c., &c. On the contrary, it seems to me very easy to ascertain all that is necessary under the present system from the data already mentioned, with a few additional inquiries.

Neither do I consider that any enlarged system of aid from the Board should be afforded to the Industrial Schools. The instruction in nearly all is given by nuns, who do not require or seek more than is necessary to pay an assistant-teacher, who always acts in a subordinate capacity, and generally earns some thing herself by work. What is required is a sum of money in hand to pay those employed in cash when the work is done, and of course it is not the office of the Board

to advance this. It is best obtained by an arrangement between the local managers and commercial firms who find it their interest to advance it. If they do not find it their interest to do so, the unavoidable conclusion is, that the work is not worth it. Where this happens, either the school is not efficient, or there is not a market for the work.

The New Ross School appears to me most successful; and no pains are spared in instructing the workers and procuring profitable sales.

I have the honour to be, Gentlemen, your obedient servant,

Henry P. Clarke.

No. 6.—Special Report of John Carlisle, Esq., upon Ballymena Female Industrial National School. *Ballymena.*

Ballymena, 2nd April, 1856.

Gentlemen,—In compliance with your instructions, I beg leave to submit the following Report upon the Ballymena Female Industrial National School, for the year ended 31st December, 1855.

The school is intended to supply a course of training in literary and industrial branches to that portion of the community who are generally unable to pay for it, and who are likely, in afterlife, to be engaged in some useful industrial occupation.

Great interest was taken and exertions used in the maintenance and development of the institution during and for some time subsequent to the famine. The consequence was, that a fund was accumulated sufficient to meet the expenditure for the last four years, without additional local subscriptions. The annual expenditure is about £50, exclusive of the aid granted by the Commissioners of National Education.

The pupils are carefully trained in plain sewing in all its branches, and knitting—these being considered more essential and useful for the class of pupils attending the school than any other.

The literary instruction embraces those subjects specified in "School Programme" from first to third classes inclusive, and the proficiency attained by the pupils in those branches is very satisfactory, considering their age, irregular attendance, and previous training. The literary instruction for the junior classes is carried on from ten till twelve, and from half-past two till four o'clock; and for the senior classes from ten till eleven, and from half-past two till four o'clock on Monday, Tuesday, Wednesday, and Thursday.

The literary and industrial instruction ceases at half-past two on Friday and one o'clock on Saturday. From eleven till two o'clock the industrial work is superintended by a workmistress, aided by the literary teacher.

When the school was established one of the rules was, that no pupils under seven years of age would be admitted; but, for the last three years, it was found that applications for admission from a senior class of children had almost ceased, and the Committee therefore enrolled such as offered, in order that they might render the establishment as useful as circumstances would permit. More than one-third of the pupils in attendance are under seven years of age, and from such a class no remunerative work could be expected.

Fifteen pupils have been in pretty regular attendance throughout the year, and the proceeds of their work is valued at £2 8*s.* 4*d.*, which sum will be required to pay for the needles, thread, and thimbles, purchased for the use of the children attending the school.

In fact, the profits arising from pupils' work for the year have no

APPENDIX II.

Reports of District Inspectors on Industrial Schools.

Ballymena.

money value, and are only to be estimated by the advantages conferred in training pupils to useful employment.

It is possible a different class of children might seek admission, and a larger amount of work be executed, if they received remuneration commensurate with the value of their labour; but, owing to the difficulty of providing and disposing of such work, the Committee have not ventured on any definite arrangements. As an industrial school, therefore, this has been on the decline, which can only be accounted for from the fact of pupils, who are able to earn from 6*d.* to 4*s.* or 5*s.* per week, will not attend school when employment can be procured.

The principal occupations for young persons of a school-going age in this locality are, sewed muslin work and winding yarn for the "linen manufacturers."

Of the pupils on rolls at present, there are—

19	the children of	Labourers.
2	,,	Smiths.
2	,,	Pedlars.
3	,,	Butchers.
3	,,	Servants.
3	,,	Plasterers.
23	Orphans.	

I. The average age of the pupils is 8·4.

II. The average daily attendance for the year, 36.

III. The average number on rolls for the year, 58.

IV. The total number of children who attended for any time during twelve months, 92.

V. The total amount received for work done during the year may be said to be *nil.*

VI. The pupils receive no wages for their work—only their dinner daily.

VII. No money was expended in the purchase of materials during the year. The materials required for making up any articles of clothing are provided by the persons who give the order for the work.

I have the honour to be, Gentlemen, your obedient servant,

JOHN CARLISLE, District Inspector.

Bantry.

No. 7.—SPECIAL REPORT of MICHAEL HICKEY, Esq., on the BANTRY INDUSTRIAL NATIONAL SCHOOL.

Bantry, 6th October, 1856.

GENTLEMEN,—Pursuant to your letter of instructions, I take leave to submit my first Report on the Bantry Female Industrial National School. This being the first Special Report on this institution, I deemed it expedient to defer my Report as long as possible, and to pay several visits to the school, with the view of affording time for the more full development of the industrial and literary arrangements of the establishment, and of being able to satisfy myself more completely as to its efficiency and utility.

This school has been established, in the course of the year 1855, by the Very Rev. George Sheehan, P.P. of Bantry, for the purpose of affording to the destitute female youth of the parish industrial instruction and remunerating employment. The success attending this benevolent effort will appear by the steady increase of the sums of money paid out to the children since the commencement of operations, which are as follows:—1855, June, as per invoice, £2 9*s.* 6*d.*; July,

£3 16*s.* 3½*d.*; August, £4 15*s.* 2*d.*; September, £5 13*s.* 0½*d.*; November, £7 13*s.* 9½*d.*; December, £12 17*s.* 9½*d.* 1856—February, £12 13*s.* 4*d.*; March, £14 3*s.* 8*d.*; May, £8 5*s.* 5½*d.*; June, £12 19*s.* 6*d.*; July, £13 17*s.* 4½*d.*; August, £11 4*s.* 7*d.*; making a total sum of £110 10*s.* 8*d.*

This school communicates conveniently with the Bantry Female National School, thereby affording an opportunity to the adult learners to devote some time to literary instruction, as required by the rule of the Commissioners. The arrangement is, that these young persons attend to their work from ten to half-past two o'clock, when they adjourn to the literary school for literary instruction, making way for such of the ordinary school pupils as wish to attend to work.

The only description of work attended to is embroidery or sewed muslin work. The manager of the school has engaged to make up for the teacher, including the salary paid by the Board of £8, an annual salary of £26. To meet this engagement, and to make the establishment, as far as possible, self-supporting, he, at the beginning, caused a penny in the shilling to be deducted from the payments. The present arrangement is, that each pupil pays a penny per week. How far this arrangement will go to realize Mr. Sheehan's views has not yet been ascertained. There is no hope of any other local support for the school.

The average number on the books of the Industrial School for the last twelve months is 102, and the average daily attendance for the same period is 49. The number on the rolls of the morning class is 50, the average attendance of whom is not kept distinctly from the other pupils.

I have confined my literary examination to those pupils who are not enrolled in the books of the literary National School, as the latter are always examined in the ordinary examinations; and I have found the spelling and reading in First, Second, and First and Second Sequel Books, tolerably good; and some little progress has been made in writing on slates. No progress has been made in other respects.

It is most probable that those fifty young persons would pass on to maturity without acquiring any idea of even the lowest elements of education, were it not for the establishment of this Industrial School.

It will appear, by the account of receipts above given, that the advantages of the establishment are steadily increasing.

There is not any other source of industrial occupation for children in this locality, except such assistance as they can render their parents at the busy seasons of the year in farming operations.

There is no other industrial National school in this district. A tabular view of the school statistics I here subjoin:—

Number of Schools in district, ...			1
Average daily attendance for twelve months, . . .			49
Number on books for twelve months, ...			141
	£	*s.*	*d.*
Amount received for twelve months, ...	93	15	7
Average amount per Child, ...	0	13	3
Highest amount received by any Child, . . .	5	0	0

The materials for the work are supplied by M'Donald and Co. Glasgow, through Mr. Ritchie, of Dublin.

I have the honour to remain, Gentlemen, your obedient servant,

Michael Hickey, District Inspector.

The Secretaries, Education Office, Dublin.

APPENDIX H. Nos. 8, 9, 10, 11, and 12.—REPORT of THOMAS O'LOUGHLIN, Esq., District Inspector, on the CHARLEVILLE, KANTURK, DONERAILE, MALLOW, and FERMOY INDUSTRIAL SCHOOLS, for the year 1855.

Reports of District Inspectors on Industrial Schools.

Mallow, 1856.

GENTLEMEN,—I beg to submit, for the information of the Commissioners, the subjoined Report for the year 1855, upon the Industrial Schools of Charleville, Kanturk, Doneraile, Mallow, and Fermoy.

Charleville. *Charleville.*—The industrial arrangements of this school are not very precise. About thirty minutes daily, made up of the scattered intervals between the classes, must appear an insufficient time for the instruction of the literary pupils in needlework; more, however, cannot be spared from the four hours during which the school is open for general business. The school time is evidently, therefore, too short. Five hours, at least, ought to be given daily to combined instruction; the literary and industrial department would then be inclusive of one another. They are now exclusive; for as there are some girls who are allowed to give little or no time to needlework, so there are others who give little or none to intellectual training. There must, however, be a middle class in the locality, who might be inclined both to earn and learn. Such I would wish to see oftener in the schools. At the same time it is right to state that the present arrangements are not without at least one advantage—they secure to each department the special object for which it was established, viz., literary proficiency or pecuniary gain. The former I have reported more than once; the latter is best represented by the tabular details which I have placed below, under the head of "General Statistics." The arrangements are, moreover, made to suit local circumstances. In only one other place that I am acquainted with does the hedge school nuisance so extensively prevail. Here, however, it has diverged into a sort of mischievous novelty—into the establishment of sewing departments. The inducements ostentatiously held out by these schools could, it seems, only be counteracted by allowing the National pupils to devote their whole school time to one or other of the departments, which, as I have stated above, has for the most part been done.

Turning to the work executed, I find it to be of a very superior order, though not varied in kind. The principal—I might almost say the only—kind is a sort of guipure, in which collars, sleeves, jabots, or habits, and such like, are made.

Kanturk. *Kanturk.*—The history of this school is peculiar. Some years ago, when the pauper population began to abandon the grim hospitality of the workhouses, and to betake themselves to old haunts and pursuits, it occurred to the Roman Catholic pastor of Kanturk, the Very Rev. P. D. O'Regan, V.F., that the industrial education which many of the younger females had received might be made the means of a better self-support than could be gained by the drudgery of the fields. Accordingly, such of them as were of good character and willing to work were drafted to a place temporarily provided for them. Subsequently, when their numbers had increased, they were amalgamated with the pupils at the National School, and allowed to partake of the literary education there afforded. A class-room, however, was given them to work in; so that, though forming a part, they were yet distinct from the main body of the pupils. But as their numbers went on increasing, it soon became again evident that further accommodation should be provided. The manager, therefore, applied for and received from the Guardians of the union a building which had previously been

used as an auxiliary workhouse, but which was then unoccupied. Into this he gathered the pupils—some as interns, and some as externs—and placed them under the care of a competent workmistress, whose duty it was to instruct them not merely in industrial pursuits, but in the elements of a literary education. The interns he boarded and lodged in the establishment, under the supervision of the teacher, for a weekly sum regulated by him, but in no case exceeding the actual outlay for very plain but wholesome food. In an institution, however, which owed its origin to benevolence, and whose aim and object was charity, many must necessarily have been taken in who could earn only a moiety of the required weekly charge. The deficiency in all such cases was supplied from the pocket of the manager, and from such other sources as he could make available. The externs, on the other hand, whose friends or parents lived in or near the town, were merely day pupils, who received their education gratis, and who drew and took home weekly the full amount of their earnings. As might be expected in an establishment where the means of support was the object directly and constantly aimed at, literary instruction was not very eagerly sought after by many of the pupils; yet I cannot say that it was neglected; on the contrary, I was agreeably surprised to find among them a degree of proficiency far beyond what the short time given to books, &c. (then an hour and a-half, now two hours daily) would have led me to expect, and a degree of intelligence equally at variance with their former habits and training.

In 1854 the Commissioners, recognizing the value of the institution, made a grant of £10 per annum towards the payment of the teacher's salary—a sum which, I need not say, goes a short way, indeed, in meeting the expenses on that head, and which consequently leaves a very heavy item to be defrayed from the Rev. Mr. O'Regan's resources. The anomaly, however, in the whole matter is this: the house in which the Industrial Department is carried on is at some distance from the ordinary National school; the internal arrangements of the one, even as far as literary business is concerned, have nothing whatever to do with those of the other; in fact, the two establishments are as distinct as if they were an hundred miles asunder, yet they are treated as *one*, the Industrial School being considered merely a department of the National. Many inconveniences result from such an arrangement, particularly where the inspection is concerned. To remove them, as well as to put the Commissioners in a position to grant a more liberal support, I have recommended the manager to erect it into a separate school, and to apply for a grant accordingly. When the Industrial Department was carried on in the same house with the literary, the two were necessarily interwoven; but when the increasing numbers rendered a second house necessary, I see no reason why a second and independent school was not established, the more so as there is and was an attendance which would warrant a salary not to one teacher only, but to *two* in *each*.

Doneraile.—Tho only material change in the arrangements of this school is a slight extension of the time for the literary instruction of the pupils, in accordance with the rule of the Commissioners on the point. In all other respects the establishment is conducted in the same way and with the same satisfactory results as when last reported on by my predecessor in that part of the district. I may remark, however, that in the early part of this year the Board made a grant of £10 per annum towards the payment of the workmistress' salary.

Doneraile.

The kinds of work are varied and exceedingly beautiful. Muslin, embroidery, crochet, wool-work, and feather-flower-making, are the

principal in the fancy department; while among the plain-work pupils every appropriate article of dress is found. The manufacture of feather flowers is the most novel and remunerative species of work, and is a striking instance of the value of labour in converting things apparently worthless into articles of cost and beauty.

Mallow.

Mallow.—To this school also, during the current year, the Commissioners have made an annual grant; but, in consideration of several important circumstances in the case, have extended it to £15. The manager is thus enabled to keep two lay workmistresses—one to superintend the lace-making department, the other the embroidery. The latter, moreover, acts as his agent in the selection of such work as is suited to the proficiency of the pupils, whereby the usual inconvenience of having fine work spoiled by unskilled workers, or time and money lost by the employment of skilful hands on coarse work, is avoided.

Lace-making and embroidery are, as may be inferred from the above, the principal kinds of work which are executed in the school. Plain work, not being so remunerative, is not attended to by the poorer children.

The regulation of the Commissioners, which requires that two hours daily be devoted to literary business, has been rather ingeniously met in this school. Finding that to insist on the grown girls giving up so large a portion of their time would be to drive them away altogether, it occurred to the manager that a compromise could be made, which would effect all the good intended by the Commissioners, and would at the same time satisfy the pupils. Accordingly, it was tried whether certain branches of literary instruction, such as tables, mental arithmetic, the principles of grammar, and such other subjects as do not require the immediate use of a book, could not be taught concurrently with work. The experiment was completely successful; for the operation of the hands being entirely mechanical, and requiring little or no attention, the mind was found to be entirely free to consider any subject brought before it. Half an hour, therefore, of the required time is thus spent each day; the remaining hour and a-half being given unreservedly to such branches of literary instruction as require undivided attention.

Fermoy.

Fermoy.—The Industrial Department still continues to be carried on in the same room with the literary; but it is in contemplation to provide a separate apartment, which shall be wholly given up to the work-girls. The changes that have been made in the business arrangements of the establishment since the date of my last Report are not such as to call for any special notice. The most important is an increase of time for the work-girls' literary education. It is not, however, in all cases that any, much less than two hours' literary instruction, is accepted by the pupils; but wherever it has been found necessary to derogate from the general rule, the names of the girls not receiving any literary instruction are not taken account of in the books.

The kinds of work are varied. Crochet, Limerick lace, bead-work, and plain work are the principal; but a great readiness is always shown by the conductors of the school in turning the whims of fashion to a good purpose. No sooner, therefore, has the unsettled genius of their worldly sisters invented any elegant absurdity in dress, than busy hands are at work in making the most of the short-lived caprice. Variations of, rather than actual substitution for, the above are, therefore, constantly turning up. And few places are there in which the poor require the same inducements to honest labour; for, it must

be admitted, that a garrison town, with all the licentiousness which usually characterizes it, is not favourable either to industry or virtue. A refuge, therefore, such as this, where a good example may stimulate both, is one of the chief blessings which charity creates, and the Board of Education fosters.

General Statistics.—In submitting the subjoined tabulated summary, I beg it to be understood that the numbers are not in all cases *strictly* accurate; but they are as nearly so as can be where particular accounts have not always been kept:—

General Statistics.

	Charleville.	Kanturk.	Doneraile.	Mallow.	Fermoy.
Total number of Pupils who have been in school for any period of the year 1855, .	326	320	637	—	335
Total number of Industrial Pupils who have been in school for any period during the year, . . .	130	156	196	120	235
Average number of Industrial Pupils on rolls during the year, . . .	120	120	178	70	220
Average number of Industrial Pupils in attendance during the year, . .	100	72	130	40	120
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Total amount received for work during the year, .	426 19 9½	576 0 0	123 18 1	No return.	50 1 1
Highest sum earned by any Pupil during the year, per week, .	0 8 0	0 4 0	0 4 6	0 7 0	0 5 0
Average earnings of each Pupil, ...	4 5 4½	8 0 0	0 19 0½	—	0 8 4
Amount expended in purchasing materials, . .	No return.	None.	9 0 0	None.	15 0 0

The money returns given above cannot be taken as an absolute index of the usefulness of the school; for whereas manufactures have established local agencies, the children generally only attend the National school for the purpose of *learning* how to execute the work. In some cases they procure the material from the local agent, and work it up in the school. When this happens, it makes the average earning appear much less than it actually is, inasmuch as the pupil appears on the rolls of the school, but is paid for her work by the agent from whom she received it, and not through the conductors of the school.

I have the honour to be, Gentlemen, your obedient servant,

THOMAS O'LOUGHLIN,
District Inspector.

The Secretaries,
Office of National Education.

APPENDIX I.

I.—Reports on Agricultural Schools :—

Page

No. 1. Report of T. Kirkpatrick, Esq., M.D., Inspector of Agricultural Schools, ... 321

„ 2. Report of J. Donaghy, Esq., Sub-Inspector of Agricultural Schools, ... 380

„ 3. Report of M. Brogan, Esq., Sub-Inspector of Agricultural Schools, ... 410

II.—Appendix to the foregoing :—

No. 1. Return of the Amount expended on, and Receipts from produce of, the Agricultural Schools, *under the exclusive management* of the Commissioners, during the year, 1855, ... 424

„ 2. Statistics of Agricultural Schools, . . . 426

1. Model Agricultural Schools—

a. Under the exclusive management of the Commissioners, ... 426

b. Under local management, . . . 427

2. Ordinary Agricultural Schools, . . . 428

3. Workhouse Agricultural Schools, . . 429

„ 3. Return showing the Occupation, &c., of the young men educated at the Albert Agricultural Training Institution, from 1st January, 1847, to 31st December, 1855, ... 431

„ 4. Prospectus of the Albert Agricultural Training Institution, ... 436

„ 5. Form of Application for Admission into the Albert Agricultural Training Institution, . . . 439

„ 6. Programme of Examination of Candidates for Admission into the Albert Agricultural Training Institution, ... 439

„ 7. Prospectus of the Model Agricultural Schools, . 440

„ 8. Form of Application for Admission of Pupils into Model Agricultural Schools, ... 442

„ 9. Directions for making application for Aid towards the establishment of Ordinary Agricultural Schools, ... 443

„ 10. Circular—Forms of Annual Agricultural Returns, &c., ... 444

APPENDIX I.

I.—REPORTS on AGRICULTURAL SCHOOLS, for the year 1855.

1. Report of T. KIRKPATRICK, Esq., M.D., Inspector of Agricultural Schools.

Albert National Agricultural Training Institution, Glasnevin.

"A school which trains minds, not for literary leisure, but for the active and business pursuits of life, must be regarded as one of the most valuable institutions in the community.

"No branch of art or business will be found to afford greater scope for the application of such an education than agriculture."—*Colman.*

GENTLEMEN,—It is a source of great pleasure to me that I am able to inform you that the Agricultural branch of the system of National Education in Ireland, has made steady and satisfactory progress during the year 1855.

The following table shows the number of Agricultural National Schools in the years 1852, 1853, 1854, and 1855:—

YEAR.	Number of Agricultural National Schools in each Year.				
	Model.	Ordinary.	School Gardens.	Workhouse.	Total.
1852, . .	27	39	3	23	92
1853, . .	33	43	3	50	129
1854, . .	35	47	3	70	155
1855, . .	37	46	3	79	165

It appears from the foregoing table that there has been an increase on the year of ten Agricultural Schools.

The following is a summary of the numbers of Agricultural Schools in each province and county of Ireland, on the 31st December, 1855, and the class to which they belong:—

	Counties.	Agricultural Schools.				
		Model.	Ordinary.	School Gardens.	Work-house.	Total.
1	Antrim, . . .	3	3	.	6	12
2	Armagh, . . .	1	1	.	.	2
3	Cavan, ...	1	2	.	.	3
4	Donegal, . . .	2	5	.	.	7
5	Down, ...	.	.	.	2	2
6	Fermanagh, . . .	1	.	.	.	1
7	Londonderry, . .	1	2	.	2	5
8	Monaghan, . . .	2	.	.	4	6
9	Tyrone, . . .	1	3	.	1	5
	Total in Ulster, .	12	16	.	15	43

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick.

AGRICULTURAL SCHOOLS in Ireland—*continued.*

	Counties.	Agricultural Schools.				
		Model.	Ordinary.	School Gardens.	Work-house.	Total.
10	Clare,	2	3	.	5	10
11	Cork,	4	4	.	8	16
12	Kerry,	.	.	.	4	4
13	Limerick,	3	1	.	2	6
14	Tipperary,	3	.	.	8	11
15	Waterford,	1	1	.	3	5
	Total in Munster,	13	9	.	30	52
16	Carlow,	.	1	.	.	1
17	Dublin,	1	.	2	3	6
18	Kildare,	1	1	.	2	4
19	Kilkenny,	3	5	.	2	10
20	King's,	1	.	.	1	2
21	Louth,	1	.	.	.	1
22	Longford,	.	1	.	3	4
23	Meath,	.	3	.	5	8
24	Queen's,	.	.	.	1	1
25	Westmeath,	.	.	.	1	4
26	Wexford,	.	3	.	2	2
27	Wicklow,	.	1	.	.	1
	Total in Leinster,	7	15	2	20	44
28	Galway,	4	.	.	5	9
29	Leitrim,	1	.	.	2	3
30	Mayo,	.	1	.	4	5
31	Roscommon,	.	3	1	3	7
32	Sligo,	.	2	.	.	2
	Total in Connaught,	5	6	1	14	26
	Grand Total,	37	46	3	79	165

Tabular Returns of the Model National Agricultural Schools in connexion with the Board, on the 31st December, 1855 :—

No. 1.—Twenty MODEL AGRICULTURAL SCHOOLS under the exclusive management of the COMMISSIONERS.

County.	In full operation.	In partial operation.	Building.
Antrim,	Ballymoney,	Belfast,	.
,,	.	.	.
Cavan,	Bailieboro',	.	.
Donegal,	.	.	Templedouglas.
Monaghan,	Bath,	.	.
Cork,	Dunmanway,	.	.
,,	Glandore,	.	.
,,	Farrahy,	.	.
,,	.	Munster,	.
Limerick,	Tervoe,	.	.
,,	Mt. Trenchard,	.	.
,,	.	Limerick,	.

MODEL AGRICULTURAL SCHOOLS under Commissioners—*continued.*

County.	In full operation.	In partial operation.	Building.
Tipperary, .	Kyle Park, .	.	.
,, . .	Derrycastle, .	.	.
,, . .	Gormanstown, .	.	.
Dublin, . .	Albert (Glasnevin)	.	.
Kildare, . .	Athy, . .	.	.
Kilkenny, .	Woodstock, .	.	.
,, . .	. . . .	.	Kilkenny.
Leitrim, . .	Leitrim, . .	.	.
	Total, 15.	Total, 3.	Total, 2.

No. 2.—Seventeen MODEL AGRICULTURAL SCHOOLS under the management of LOCAL PATRONS.

Antrim, . .	Larne, . .	.	.
Armagh, . .	Markethill, .	.	.
Donegal, . .	. . . .	.	Dunlewey.*
Fermanagh, .	Carrick, . .	.	.
Londonderry, .	Templemoyle, .	.	.
Monaghan, .	Drumhilla, .	.	.
Tyrone, . .	Loughash, . .	.	.
Clare, . .	Sallybank, . .	.	.
,, . .	Cahersherkin, .	.	.
Waterford, .	Gloungarragh, .	.	.
Kilkenny, .	Piltown, . .	.	.
King's, . .	Rahan, . .	.	.
Louth, . .	Dromiskin, .	.	.
Galway, . .	Loughrea, . .	.	.
,, . .	Ballinakill, .	.	.
,, . .	Castlehacket, .	.	.
,, . .	Esker, . .	.	.
	Total, . 16	.	Total, 1.

These tables show, that of the Model Agricultural Schools thirty-one were in operation, three in partial operation, and three in progress of erection.

Of the Workhouse National Agricultural Schools there has been an increase of nine during the year 1855. The total number, as shown by the following table, is seventy-nine, of which fifteen are in Ulster, thirty in Munster, twenty in Leinster, and fourteen in Connaught.

The following table shows the number of Workhouse Agricultural Schools in the years 1853, 1854, and 1855 :—

	County.	No. in operation on 31st December, 1853.	No. in operation on 31st December, 1854.	No. in operation on 31st December, 1855.
1	Antrim, ...	6	6	6
2	Down, ...	2	2	2
3	Londonderry, ...	2	2	2
4	Monaghan, ...	3	4	4
5	Tyrone, ...	.	1	1
	Total in Ulster, . .	13	15	15

* The building of this school is completed, but the Teachers have not yet been appointed.

WORKHOUSE AGRICULTURAL SCHOOLS in 1853, 1854, and 1855—*con.*

	County.	No. in operation on 31st December, 1853.	No. in operation on 31st December, 1854.	No. in operation on 31st December, 1855.
6	Clare,	1	4	5
7	Cork,	5	8	8
8	Kerry,	3	3	4
9	Limerick,	3	2	2
10	Tipperary,	7	7	8
11	Waterford,	2	3	3
	Total in Munster,	21	27	30
12	Dublin,	2	3	3
13	Kildare,	2	2	2
14	Kilkenny,	3	2	2
15	King's,	1	1	1
16	Longford,	.	1	3
17	Meath,	.	5	5
18	Queen's,	1	1	1
19	Westmeath,	.	.	1
20	Wexford,	1	2	2
	Total in Leinster,	10	17	20
21	Galway,	2	4	5
22	Leitrim,	.	1	2
23	Mayo,	3	5	4
24	Roscommon,	1	1	3
	Total in Connaught,	6	11	14
	Grand Total,	50	70	79

Whilst announcing the gratifying fact that agricultural education is steadily advancing, it is also most pleasing to be able to testify, from personal observation, during my tours of inspection in the several provinces, that the general aspect of the country exhibits features of very marked improvement. To use the language of the illustrious and philanthropic Vehrli, on the state of Switzerland, "Pauperism is diminishing; the prudential habits of the people are rapidly improving; their tastes are rising; they are beginning to dress better and better; to build better houses; to furnish them better; to lay by more against bad times; and, in a word, to become more intelligent, civilized, independent, and happy." I fondly hope and believe that Vehrli's strongly expressed opinion, based upon his close observation and extensive experience, "that the more intelligent a people are, the more prosperous and virtuous they will inevitably be," will be fully verified by the improved condition of the rural population of this country, who are now enjoying the benefits of a system of secular and moral education, the excellence of which cannot be surpassed, if indeed equalled, in any portion of the United Kingdom. To this system of literary instruction, which is, no doubt, materially aiding in elevating the character of the people, is supplemented sound training in scientific and practical agriculture, which has been pronounced by numerous persons who have visited the Albert Institution, and the other National agricultural schools, and who, from their extensive scientific and practical knowledge, were eminently qualified to judge, one of the most effectual

measures for promoting the welfare of the industrial classes throughout this country. And, as bearing upon this important subject, I would beg to direct attention to the following extract from the valuable report on the working of the Mount Trenchard National Agricultural School, which has been most kindly and obligingly transmitted to me by Lord Monteagle, whose long and able advocacy of all measures tending to advance the interests of this country, greatly enhance the value of his remarks. "The benefits," says his lordship, "of combining literary and industrial training, which the higher state of commercial activity in England affords means of giving, by instruction in various trades and handicrafts—the benefits of which union are daily more justly appreciated—are secured in Ireland through instruction in agriculture, the only branch of industry available for such purposes in our rural districts. In these cases, if farm labour is *not* introduced, *no industry whatever can be practically inculcated.*" The want of this combined literary and agricultural instruction was long felt, and the necessity for such a system was frequently impressed upon the attention of the legislature, and of the Commissioners of National Education. Counsellor D'Alton, than whom, it is well known, no one possesses a more extensive or a more accurate knowledge of Irish affairs, in his evidence before the Parliamentary Committee on Education in Ireland, in 1835, thus replied to a question put to him, regarding the connecting of a system of agricultural instruction with the ordinary literary schools:—"I think agricultural instruction should be transfused through every vein and artery of the system. I would have it in the parish schools, and in the provincial schools on a larger scale; and would recommend that each should have, as far as possible, a tract of land for practical instruction in agriculture." In the year 1839, William Sharman Crawford, Esq., who, it is unnecessary for me to remark, is thoroughly conversant with the true condition and great wants of Ireland, thus expressed himself upon this important point:—"The next object I shall notice is the agricultural education of the people. The principles of agriculture should be a leading feature of instruction in every school supported by the State; and model farms should, as far as possible, be connected with schools, in order to show the practical operation of the science; because, no matter how good the instruction, nothing but practical exemplification will induce a population to adopt new systems. I have understood that it was the intention of the National Board of Education to arrange a system of this kind; and I trust that sufficient means will be supplied to them in the public grants for this most useful purpose."* In giving expression to such views Mr. Crawford, I need scarcely say, was actuated by purely disinterested and patriotic motives, whilst he shows that he had duly considered the economical aspect of the question. In the Digest of the Evidence on the Occupation of Land in Ireland, which was taken before Lord Devon's Commission, issued in 1843, it is stated, that on the subject of agricultural education, "there was no difference of opinion amongst the witnesses as to the advantages to be derived from an extensive establishment of agricultural schools throughout Ireland." I might adduce numerous quotations from influential journals and agricultural periodicals, to show how widely and deeply the feeling had taken root in this country, that the establishment of institutions, in which the rural population might receive that industrial training which it was generally believed would promote the productive interests of Ireland; but I consider that the following extracts from an able article "On the importance of Agricultural and Industrial Education,"

* "Defence of the Small Farmers of Ireland."—p. 111.

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick.

which appeared in the *Irish Journal of Agriculture and Industry*, in 1847, will be quite sufficient:—

"In Ireland, instruction must precede improvement; that is, if it be really wished that the improvement of the country should be for the advantage of its inhabitants—a postulate, as we believe, we are safe in assuming, we shall not place under discussion. The corner-stone of whatever social edifice is to be erected or preserved in Ireland must be the practical instruction of the people; we therefore believe that we require the aid of the Board of Education far more than the Board of Works; and we further believe, that for every shilling that any plan of practical instruction could cost in Ireland, there would be repaid to the State tenfold the sum, in smaller charges for extra police, national offences, and special commission trials. . . . . .
For a long time the chief business of Ireland, as a country, will be agriculture, and the PRACTICAL EDUCATION FOR WHICH WE NOW SPECIALLY SEEK IS AGRICULTURAL EDUCATION. Every National school in Ireland should be an agricultural school, if situated in a rural district; and an industrial school when situated in a large town. *'Every schoolmaster in Ireland, every functionary of education, should be impressed with, and inculcate the one idea, that the gangrene of Irish society is absence of practical knowledge; and that the remedy which is for them to apply, consists in practical education, and the formation of business habits.*"

The readers of this report do not require to be told that this country, which is blessed with a fertile soil and a genial climate, was for a very long time afflicted with sad wretchedness and misery; or that in the year 1846 a fearful crisis took place, when famine, with its appalling concomitants—disease and death—devastated the land. This lamentable condition of the country was attributable to numerous causes, but one of the chief and most prominent was the state of ignorance of the great mass of the people; and ignorance, it must be confessed, is invariably the parent of indolence and vice. A great portion of the wretched poverty, which, unfortunately, was of annual occurrence in Ireland, and made "the condition of her peasantry the opprobrium of the empire," arose from the ignorance and consequent prejudices of the rural population, who mainly depended for existence on the potato crop. It was at this period that such questions as the following occupied public attention. "Can nothing, then, be done? Are our peasantry to be starved down to the level of our present resources, and then again to plant potatoes and live by con-acre—to subsist on the lowest food—to live in the worst cabins; and to pay in rent the utmost amount that can be drained from them, and yet leave enough to support existence? . . . . . Are all our former habits to be resumed, until some other failure of the potato crop brings with it a recurrence of the present calamity? Or are we to seize the present opportunity for improvement; and, taught by the dear-bought experience of the past year, to reconstruct society on a sounder basis?" To such momentous questions it was correctly answered, "This is the time for improvement. . . . . Education must be more extensively diffused; not merely by the knowledge of letters, but that religious and moral culture which may better enable us to perform the duties of our stations, and that *industrial* instruction which will make every man more skilful in his particular branch of business. *Especially do our farmers need instruction.*"* And again, "the Education Commission might fill its station most usefully, by establishing numerous agricultural schools, and by bringing forward well-qualified young men to assist the Government and land proprietors, as directors of works, surveyors, stewards,

* These extracts are taken from a valuable work, entitled "*The Condition and Prospects of Ireland*," by Jonathan Pim. Mr. Pim is a distinguished member of the Society of Friends, whose labours for every philanthropic and benevolent object are so well known, and whose charitable exertions during the period of the famine must ever be held in grateful remembrance.

and even as agents, for which offices the properly qualified men are now rarely to be found."

With the view of meeting the wishes of the public so generally and, as above, emphatically expressed, the Commissioners of National Education, in their Fourteenth Annual Report, state,—"We have had under consideration the propriety of adopting measures for the extension of agricultural instruction in connexion with our National schools, and of increasing our grants towards their establishment and support. Upon this subject we received, towards the close of the year, a letter from Lord Monteagle. This document, of which we highly approve, and which we have republished in the Appendix, contains various suggestions for the establishment and government of agricultural schools. We have resolved to embody many of those suggestions in our plan for diffusing more widely the benefits of agricultural instruction."

As this important letter, to which reference is made by the Commissioners, was the result of a visit with which his lordship honoured the Larne National Agricultural School, which had gained considerable notoriety by a public examination of some of the pupils in Glasgow, during the meeting of the Highland and Agricultural Society of Scotland in that city, in the year 1844, I think it may be interesting to again submit to you an account of the proceedings connected with that examination, and also the letter which was addressed to his Grace the Duke of Leinster by Lord Monteagle. The following statement is taken from a report on the establishment of an agricultural school, in connexion with the "Carlow Protestant Orphan Society," who deputed Messrs. Fishbourne and Jackson to inquire into, and report upon the subject:—

"A doubt having arisen as to the practicability of imparting instruction in chemical agriculture with a general course of English education, within the limited period in which the children of the peasantry can be spared from assisting their families, a request was made by the Highland and Agricultural Society of Scotland, that a class of the ordinary boys from the Larne School should attend the great meeting of the Highland Society at Glasgow, on the 9th of August last, in consequence of which the Secretary, Dr. Kirkpatrick, accompanied by the master and five of the pupils, attended. The points of inquiry were—1st. Was it possible to give young boys, before they left school, a knowledge of agriculture which would be useful to them in afterlife. 2nd. Whether this agricultural instruction could be given without interfering with the ordinary course of education, or without erecting some new machinery or system. 3rd. What amount of time would be necessary for this instruction. The following was the result of the examination as reported:—Dr. Kirkpatrick having first stated, that not more than one hour a day was devoted by the boys to theoretical and practical agriculture, the greater portion of the day being employed in acquiring the ordinary branches of education, five of the boys were then introduced to the meeting, with their teacher; they belonged to the class of the peasantry, being clothed in homely habiliments, and they appeared to be from twelve to fourteen or fifteen years of age. They were examined, in the first instance, by Mr. Gibson, Inspector of Schools, in grammar, geography, and arithmetic, whose judicious and pertinent questions, of the most searching kind, they answered promptly and to the point. They were then examined by Professor Johnson on the scientific branches, and by several able and experienced farmers on the practical departments of agriculture; their answers to these were alike astonishing and instructive. They detailed the chemical constitution of the soil, gases, and the effect of manure; the land best fitted for green crops, the different kind of green crops, and the dairy; the system of rotation, &c., &c. Many of these answers required considerable exercise of reflection; and as previous concert between themselves and the gentlemen by whom they were examined was impossible, their acquirements seemed to take the meeting quite by surprise. At the same time, they afforded it the utmost satisfaction, as evincing how much could be done by a proper system of training. Colonel Lindsay remarked, that those lads from Ireland had evinced so much agricultural information, that when ready for employment they had only to ask to obtain it. There were present at this examination, the Lord Justice General, Lords Clements, Ranelagh, Wallscourt, Sir Robert Bateson, Sir C. Fergu-

Dr. Kirkpatrick.

son, Sir R. Houston, Col. Lindsay, Principal Macfarlane, Professor Johnson, and several gentlemen connected with the Chemical Association. The Committee on Agricultural Education appointed at the meeting of the Highland Society in Glasgow, in reference to the high testimonial transmitted to Dr. Kirkpatrick, thus express themselves :—'We cannot but attach value to this document, on account of the opinion it expresses of so many experienced and intelligent persons as to its being practicable to impart to young boys much agricultural instruction, which will be useful to them in afterlife; as to its being practicable to impart it in the existing schools, and without interfering with the course of education there; and as to its being desirable to introduce such instruction into the parish and other elementary schools in Scotland.'"

"Mount Trenchard, Foynes,
23rd September, 1847.

"MY DEAR DUKE OF LEINSTER,—In returning to Ireland a few weeks since, I went round by Larne, in the county of Antrim, for the purpose of visiting the agricultural school there, which had been so much noticed in some of the evidence taken before Lord Devon's committee. I was well recompensed for my trouble. I have seldom seen so much good so simply and so effectually done, or at so small an expense. It is on these grounds that I think it a model capable of being imitated in other parts of Ireland. The entire cost, including the building of three large schools—one for males, one for females, and one for infants—a farm-house and offices, and fifty guineas paid for tenant-right, did not amount to £1,000; and the subscription for its annual support was under £50. The quantity of land, which was found quite sufficient for the whole system of instruction, was but four acres, Irish; and for this, a rent of five guineas an acre was paid. On this little spot I saw three cows kept in excellent order (in house), and two calves reared. The land was all in one fence, but worked in a five-shift course. I think the wheat was the finest I have seen, and the roots were very good. But the instruction given by the excellent master, Donaghy, was the best feature of the whole. The answering in agriculture and agricultural chemistry, which had merited and received the approval of the Highland Society of Scotland, was not better, so far as I could pretend to judge, than the general instruction in letters. Donaghy had a manuscript in preparation for agricultural teaching in schools, which, I think, both the Commissioners of Education and the Agricultural Society might most advantageously look after.

"But the main object of my writing to you is, very earnestly to urge the expediency of doing a little more in the way of agriculture than has been as yet undertaken in Marlborough-street. The addition to National schools of a little four-acre farm, as at Larne, might be easily managed in many places; and, in my mind, would be productive of incalculable benefits. And the addition to your admirable stock of books of some elementary treatises on husbandry would surely be no difficult task.

"I heard in Dublin that the Commissioners were not unlikely to name Donaghy to succeed Skilling at Glasnevin. I shall grieve for Larne, but rejoice for your establishment. But if you are enabled, as I hope you will be, to establish your District Model Schools, and to attach a little experimental farm to each, and if the Poor Law Act of last session can be carried out, by having united places for education for the pauper children, resting on agricultural teaching as its basis, I am convinced you will find it necessary to add to your present system of inspection a special agricultural inspection without which the schools will not prosper.

"Excuse this long note; but I have the subject so much at heart, and see around me such frequent evidence of the want of some *vis matrix*, such as I have described, that I could not restrain my pen. That pen shall not, however, carry me further, at the present, than to assure you, my dear Duke of Leinster, how very truly and faithfully I am yours,

"MONTEAGLE."

"SUGGESTIONS for the Establishment and Government of Agricultural Schools.

"In the present alarming and calamitous state of Ireland, and with the many causes of anxiety for the future which are crowding around us, the prosperity and extension of our National schools is, to me, the most hopeful incident in the condition of the country. The new and educated generation will, I feel confident, be unmeasurably superior in morals, in regard for social duties, and in their intellectual acquirements, to those who have preceded them. The difference, both in manners and appearance, between the young, in villages where good National schools have been supported, and the inhabitants of less

favoured districts, must strike even the least attentive observers. It is with a full conviction of these results, and with a most grateful feeling of respect for the distinguished and excellent men to whom the public owe so much for their conduct as Commissioners of Education, that I venture to call attention to one branch of the great system which they direct and control, and which seems to me capable of a wider extension, and of more practical usefulness.

"I allude to the system of agricultural instruction. It is wholly unnecessary to dwell on the importance of this branch, but I may be allowed to observe, in passing, that what before the blight of the potato crop was a matter of undeniable usefulness, is now, by this casualty, made a matter of indispensable necessity. We are called upon in some districts, *under the penalty of famine*, to teach our people modes of cultivating better crops; and even in the less afflicted districts, if property is to be continued as such, by yielding any surplus produce, this requires more skill and knowledge than the Irish peasant as yet possesses.

"The obvious advantage of agricultural knowledge has been so often, and so very recently admitted by the Commissioners (see Eleventh Report, § 8, p. 262), that further observations from me are unnecessary.

"Although it is uncalled for to argue on the usefulness of agricultural education, it is not unfitting to consider the best mode of promoting it, and removing the obstacles which at present retard its progress. This subject has been forced on my attention, not only by my knowledge of the present condition and wants of Ireland, but by my inspection of the school at Larne, conducted under the guidance of Dr. Kirkpatrick, by a most able teacher, Mr. Donaghy. The first head of observation has shown me what is required; the second, what may be effected, and by what means.

"§ 1. I am sorry to observe that a deficiency of the annual vote has hitherto retarded the establishment of the proposed thirty-two Model District Schools, (Thirteenth Report, p. 348). But it appears that sites are already selected, and establishments are in progress in six districts. I do not find in the Circular of June, 1846, that the subject of agricultural instruction is proposed to be connected with these Model schools. Yet it is obvious that an example may here best be set, and practical instruction given. These schools will be more directly under the control and management of the Commissioners, than such as are built and supported by ordinary patrons. The teachers will be of a higher class, and it will be much easier to erect houses for boarders (the richer farmers' sons), whose annual payments will go far to reduce the expenses of the establishment. I should, therefore, most earnestly submit for consideration, the propriety of ingrafting on each of these intended model schools an agricultural system of teaching. If the country gentlemen and landed proprietors were invited to contribute towards an object of such importance to themselves, and were permitted to nominate scholars in proportion to their contributions, I feel little doubt that private funds would be forthcoming in aid of the public vote. The farmers would also, in many cases, pay gladly for the education of their sons, as has been proved to some degree by the class of pupils educated at Templemoyle.

"§ 2. The legislature has most wisely encouraged a connexion between the workhouse schools and the National system; and it appears (Thirteenth Report, p. 341) that ninety-nine unions out of 130 are already placed under the Board.* About one-half of the inmates in the workhouses consist of children. This fact is deserving of the greatest consideration. The number of children is a rapidly increasing number, and, if unchecked, they will, year by year, occupy a larger space of workhouse accommodation, and thus gradually lessen, and ultimately engross that which has been relied on as the only safe test of destitution. Nor is this all; not only will the workhouse test be thus lost, but the children so brought up from infancy in the workhouses will be rendered incompent to the struggles, the trials, and rough industry of the world at large. For what pursuit will a being be fitted who has been brought up for sixteen or eighteen years in a workhouse? Looking back to the experience derived from the endowed boarding schools, the foundling hospitals, and establishments of that nature, we must conclude that children reared in the artificial system of a public establishment will, whether male or female, be unable to stand the vicissitudes or to withstand the temptations of ordinary life. It has sometimes been suggested that these children would furnish subjects for emigration; but brought up as paupers in the ordinary workhouses, how will they meet the hardships of the backwoods of Canada, or the labours of the bush in Australia? They will be as unfitted for the colonies as for home, and vice and misery seem to await them. It may have been from a conviction of the deficiencies of the present system of workhouse education that the § 24 of the 10 Vic., c. 31, was passed. By this Act, § 21, provision is made for the union for educational purposes of

* The legislation of the last Session has given a new importance to this branch of Poor Law administration.

Dr Kirkpatrick.

the North and South Dublin Workhouses, and a power is given to purchase twenty-five statute acres of land, and to erect thereon schools for the pauper children of both unions. This principle is extended by § 24. to all Ireland, though the enactments are not very complete. The effect of this statute and its object seem to be to provide industrial training for pauper children; and the extent of land permitted to be acquired marks the proposed application of this instruction to agriculture. I cannot but hope that this intention will be realized, and this without delay. Supposing every three unions to be consolidated for education, and each district to be provided with an agricultural school, we might hope to see from forty to fifty great establishments of this kind created and scattered over the face of Ireland, and an industrial education offered at once to 50,000 or 60,000 children. These schools would naturally fall under the management of the Board of Education. These children would no longer be the miserable, inexperienced, useless beings which workhouse education can hardly fail to form, but would constitute a class eagerly sought for as farm servants, agricultural stewards, or for similar offices. If they went to the colonies they would be equally useful there, and would give a new spring of industry to our most distant possessions.

"§ 3. Great and manifest as are the advantages attendant on the two steps I have described, I admit that they are still insufficient. On the principles already laid down by the Commissioners, it may be assumed that the State should, as far as possible, encourage agricultural instruction, and the annexation of agricultural schools and gardens to the National schools. Many causes, some of them capable of removal, have hitherto impeded this important object. I think the annual reports of the Commissioners, if more distinct, full, and explanatory, on the subject of agricultural schools, might be made more useful. The schools already in operation should be accurately described; plans of the farm, houses, and buildings, should be given; specifications and estimates should be provided; and the accounts of progress stated from year to year. I doubt whether this can ever be effectually done without a special report on the agricultural schools made by an inspector really conversant with the principles on which they should be conducted. No one estimates more highly than I do the valuable labours of the inspectors already appointed—I value, because I know them. But the most able inspector for literary purposes may be, and in most cases is, entirely incompetent to examine or to report on agricultural teaching. More detailed reports, exclusively applicable to agricultural schools, and a special inspection of those schools, I consider indispensable, if we wish the system to take root and to extend.

"Another great impediment to the progress of agricultural teaching will be found in the exaggerated estimate formed of the outlay required for such an establishment. This has been proved to be a mistake by the experiment so successfully tried at Larne; four acres of land, buildings of the greatest simplicity and cheapness, farm-houses, out-offices for feeding cows, rearing calves and pigs, a small dairy, are all that are required in addition to the National schools erected on the usual plan for males, females, and infants. The whole scheme seems to have been worked out: apprentice pupils, agricultural scholars, instructed well in literature; literary pupils practically informed in agriculture; neither branch of study sacrificed to the other, but each giving strength and effect to the course of instruction with which it is combined; the tendency of the whole being towards a self-supporting principle, and even at present, depending on an annual local contribution, under £50; this is shown at Larne, in a model easy of imitation, and therefore deserving the greater praise. I should also remark, that this is done on land subject to a rent of £5 an acre; that I saw there three cows in house, two calves in process of rearing; that there was saved a pre-eminently good crop of wheat, fair oat and root crops; the whole raised without the purchase of one pound of manure, and a profit of £13 carried to the master's account. Now, I cannot but think that the circulation of facts like these, with a clear statement of the farm accounts, a report of the mode of cultivation, on the rotation of crops adopted, and the results of all experiments tried, would do more to diffuse the spirit that is wanting than many who are still sceptical on the subject are inclined to believe.

"Another deficiency should also be supplied. It is impossible to refer to the school books published by the Commissioners without the most grateful admiration. In Great Britain and in our distant colonies their value is now recognised; and I feel confident that any passion, prejudice, or misrepresentation, which hitherto has limited their sphere of usefulness, must speedily disappear. If, however, we wish to increase our agricultural operations, we must add to the present list of books an agricultural series. We must have a First, Second, and Third Book prepared for our agriculturists; we must have a small Cottager's "Book of the Farm." We must have a simple Agricultural Catechism;

we must teach and facilitate the simple experiments which will enable the schoolboy to test soils and manures. I have known beds of calcareous marl left wholly useless and disregarded, as if they were sterile clay, from want of knowledge to try an experiment which a few drops of acid would have brought within every schoolboy's reach; and possibly, by turning mental and physical activity into new channels, would have saved many a window from fracture. Mr. Skilling's book does good, but we want an introduction to it. I have known Professor Johnston's Catechism advantageously introduced, but that too should be reserved for the more forward classes. To these the principles of land-surveying, draining, the use of the theodolite and spirit-level, the principles of road-making, mechanics, as exemplified in ploughs and farming implements, would present innumerable branches of practical knowledge, all tending to insure the future support of the pupil, and the general improvement of the country.

"This hasty and very imperfect sketch will, when reconsidered, be found to embrace several topics capable of much larger and more useful development, if treated by abler hands than mine. It includes:—

"1. The establishment of agricultural instruction in the thirty-two proposed District Model Schools.
"2. The establishment of agricultural instruction in the proposed combined schools for pauper children in union workhouses, as contemplated by the 10th Vic., c. 31, s. 24.
"3. The extension of small agricultural schools in connexion with ordinary National schools, on the scale of that at Larne.
"4. An annual special report from the Commissioners on the agricultural schools now established or in progress, accompanied by plans, estimates, specifications, and annual balanced account of income and expenditure.
"5. A separate inspection of these schools by an officer conversant with agriculture, and competent to report on the subject.
"6. An addition to the library of the Commissioners, by the publication of a farmer's series, rising from the simplest Primer of Husbandry to the more scientific teaching.

"I have intentionally abstained from any observations on the school at Glasnevin, that should be the mainspring, *fons et origo*, of the whole work. But that school lies so immediately under the observation of the Commissioners that they are the best judges how far, in its present state, it is capable of being made the centre of the system I have projected.

"Let not my proposition be rejected on the ground of expense. In the first place, I doubt whether that expense would be as great as many apprehend; but even if it were, we should compare the expense with the gain; we should consider the formidable difficulties of the position in which Ireland is placed, the duty and necessity of improving our husbandry, if we wish to feed, on cereal produce, a people bred on potatoes; the fatal consequences to property if a surplus produce is not raised out of land; the possible absorption of the whole rental in rates if vigorous efforts are not now made; the difficulty of acting on the old and ignorant; the comparative facility of acting on the minds of the young. These subjects present topics for reflection, which render mere cost a secondary consideration. Had such a system as that now recommended been carried into effect wisely, but liberally, twenty years ago, how many lives, how many millions of money might have been saved in the two last years of sorrow. God grant that we, our rulers, and legislature, may feel these convictions, and prepare to act upon them with vigour, and without hesitation or delay.

"MONTEAGLE.

"Mount Trenchard, 25th Sept., 1847."

With the view of meeting the loudly expressed demands of the public on this important subject, the Model Farm at Glasnevin was considerably enlarged in the year 1849, and in the year 1853, the Albert Institution was opened for the reception of a class of about 100 agricultural pupils, and several minor agricultural schools, with suitable farms attached to them, established in various districts of Ireland.

The statements which I have so frequently made in my Annual Reports, and elsewhere, relative to the great national benefits accruing from the system of agricultural education which the Commissioners have engrafted upon the literary department are, I rejoice to say, fully borne out by the testimony of gentlemen in various parts of the kingdom,

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick.

who are well qualified, and possess favourable opportunities, of judging of the real merits of the National Agricultural Schools. I took the liberty some time ago of addressing a circular to the managers of several of the National Agricultural Schools in different parts of the country, requesting that they would kindly favour me with their opinions on the working of the schools under their respective management; before, however, submitting the replies, which have been obligingly transmitted to me, I shall *again* lay before you the testimony of gentlemen who are in no way connected with the schools, or even with the country, and whose names are a sufficient guarantee for the correctness of the opinions which they express regarding the utility and efficiency of the Board's system of agricultural education.

Professor Hitchcock, of Amherst College, in the state of Massachusetts, whose works on geology have justly conferred upon him, not merely an American, but also an European reputation, visited the Glasnevin, and some of the other Agricultural Schools in Ireland, and the following extracts are taken from a Report on Agricultural Education, which he subsequently submitted to the Legislature of the State :—

"The central and most important of the Model Agricultural Schools is situated at Glasnevin, in the suburbs of Dublin. The Resident Commissioner, Mr. M'Donnell, was kind enough to conduct me thither, and I had, consequently, a good opportunity for its examination. The pupils receive literary as well as agricultural instruction. The principal lectures are on practical as well as theoretic agriculture. The mornings, as well as the evenings, are devoted to study; but a large part of the day to labour. More than twenty of the pupils cheerfully came in from the field, and without changing their dress, passed a very creditable examination upon the various principles of practical and theoretical agriculture, in connexion with its associated sciences. *I am sure that they cannot carry abroad such principles as they here represented, without doing immense benefit to impoverished Ireland.* On the farm, the principles taught in the school are practically illustrated. I walked over the fields, and have never, in any country, seen crops so fine, taken as a whole, of wheat, oats, beans, flax, potatoes, &c. The pupils at Glasnevin are selected by the Commissioners from the most talented and deserving young men in the various agricultural schools in the kingdom, so that here we might expect to find pupils of a high character. If they can succeed in extending the skill and productiveness exhibited in the Model Farm, throughout Ireland, I am confident we should hear no more of her population starving."

The institution was subsequently visited by two of Professor Hitchcock's colleagues in Amherst College, Professors Fowler and Nash. The latter gentleman, who is professor of agriculture in the above college, visited on the 7th July, and, previous to his departure, delivered the following very impressive and encouraging address to the pupils, from which his opinions of the nature and utility of our exertions may be ascertained better than from any remarks I could offer:—

"I have come from America, a distance of three thousand miles, to learn something of European agriculture, and agricultural schools; but one of my principal objects was to see this school. Dr. Hitchcock, president of the college to which I belong, came here some time ago, and he stated that he saw no institution which gratified him more highly than this. I have come here; and I feel grateful to the gentleman who stands to my right (Dr. Kirkpatrick), both for the manner in which he has received me, and for having afforded me an opportunity of seeing the farm, and hearing the examination you have just passed through. We, Americans, always say, that while the soil is being cultivated the mind should also be cultivated. If improvements are to go on, it must be by this combined system of cultivation. Now, this is what is just done here. I have gone over the entire farm, and I have to say that I never saw any thing approaching to your cultivation and general management. I have heard you in your school, and have had thus means of judging how far your minds are being cultivated. I am most highly gratified with the prompt manner in which you have answered in agriculture. I am also most highly gratified with the prompt manner in which you have answered on general literature, and particularly on mathematics and surveying, at the black board. *That*, my young friends, is the right way to work. There is

a thoroughness on your teacher's part, and a thoroughness on your own. I see that your teachers have been most faithful to you, whilst, at the same time, you have been faithful to yourselves. There cannot be such a school without directly and extensively benefiting your own country; and I am convinced what is doing here will, indirectly, produce very great benefits in other countries. I have often heard of honour due to public men, by virtue of their rank, &c., but I think we should honour those who work for the advancement of others, and for themselves. Such persons I find in your teachers and yourselves. Young friends, persevere in the course which has enabled you to stand this night's examination, and you will certainly be heard from. Be friends to yourselves, be grateful to your teachers, who are labouring so faithfully for you, to your country, which has liberally placed such an opportunity at your disposal; above all, be grateful to your Creator. Farewell."

In August, 1850, the Glasnevin Institution was honoured by a visit from Monsieur Payen, who, it is unnecessary for me to remark, enjoys a deservedly distinguished European reputation as a man of science, and especially agricultural science. M. Payen was accompanied by M. Gruyer, and the following are the opinions they recorded in the Visitor's Book :—

"Payen, Member of the Institute of France, Permanent Secretary to the Central Society of Agriculture, was very much satisfied in seeing this remarkable establishment."

"A. Gruyer, Civil Engineer, formerly a pupil of the Central School of Paris. This establishment merits the attentive observation of strangers, on account of its management and the practical education which is here received by the young men."

"We have this day visited this establishment, and it gives us very great pleasure in stating our entire satisfaction at the manner in which every thing is conducted on the Model Farm, as also the extreme cleanliness, and evident comfort of the apartments, and the attention paid to the pupils.

"We have visited similar institutions on the Continent, and we can truly testify to the great superiority, in every respect, of the Glasnevin Model Farm.

"JAMES O'HARA (Florence).
"ACHILLI BALDINI (Florence)."

I might add to the foregoing, the very favourable opinions of distinguished visitors from Belgium, Denmark, Spain, Russia, &c., &c., but I feel that it is unnecessary to do so, and shall now beg your attention to the subjoined opinions expressed as to the efficiency of the Institution, and its great public usefulness, by gentlemen from various parts of England, Scotland, and this country, distinguished either by their literary, scientific, or practical attainments, but wholly unconnected with the system.

EXTRACT from "GLEANINGS in the WEST of IRELAND," by the Hon. and Rev. S. GODOLPHIN OSBORNE.

"It will serve to give the reader some idea of the effort making to spread sound agricultural knowledge, if I now proceed to detail the result of my late visit to the Glasnevin Model Farm Establishment, near Dublin. This school is under her Majesty's Commissioners of National Education in Ireland. I found some neat buildings in connexion with about 100 acres, more or less, of land; there were cattle sheds, with a certain amount of stock, piggeries, &c. The land was very heavily cropped, and farmed on the highest known principles applicable to such an extent of soil. It is worked, I believe, entirely, by the labour of the pupils, under the direction of a Mr. John Donaghy, the agricultural instructor and superintendent.

"The young men here educated, are received on certain rules of recommendation, from all parts of Ireland, to be qualified for the situations of land bailiffs, agricultural teachers in schools, practical instructors in the provinces, or as farmers on their own account. The day I visited the establishment, there were forty-seven pupils in course of instruction. Before giving any account of the nature of the education afforded them, I will place before the reader the different parts of

Ireland from which these forty-seven pupils came, their parentage, and their intended future occupations, from particulars kindly furnished at my desire.

Sons of Farmers,	26	INTENDED OCCUPATION.	
„ Tradesmen,	7		
„ Land Stewards,	6	To be Land Stewards,	43
„ Schoolmasters,	6	„ farm on his own account,	1
Son of a House Agent,	1	„ Teach Agriculture,	3
„ Medical Man,	1		
	47		47

HAVE COME FROM—

County of Cork,	2	County of Wicklow,	2
„ Donegal,	1	„ Galway,	3
„ Clare,	4	„ Mayo,	3
„ Limerick,	1	„ Kerry,	1
„ Roscommon,	1	„ Dublin,	1
„ Kildare,	2	„ Louth,	1
„ Down,	2	„ Waterford,	3
„ Antrim,	8	„ Tyrone,	1
„ Cavan,	4	„ Leitrim,	2
„ Kilkenny,	2	„ Tipperary,	1
„ King's,	1		
„ Meath,	1		47

"From the above particulars it will be seen, that the advantages of this institution are sought by just that class most to be desired for the ends for which it was established; it also appears, that this leavening of the agricultural mind is a process in course of action, throughout the length and breadth of the country.

"The following is the result of an inquiry as to the destination of those pupils who have been already educated. Of seventy-one pupils who have left this establishment since 1st November, 1847, to the 1st July, 1850:—

26 have been appointed to conduct small Agricultural Schools.
8 to Literary Schools, until Agricultural Schools need their services.
4 are Land Stewards.
4 Practical Agriculturists on private estates.
3 „ „ under Lord Clarendon's letter.
4 conduct the business of their fathers' farms.
5 have emigrated.
5 dismissed.
12 occupations unknown.

71

"After going over the land in cultivation, I saw the young men collected in the class-room. They were put through a long examination in the practice and theory of agriculture. They were questioned narrowly as to the nature and classification of soils, the theory and practice of draining, the economy, nature, and effect of manures, natural and artificial, the relative cost of particular courses of cropping, the theory of cropping, succession of crops, &c.; the organism of plants, their relative effect upon the soil; the application of chemistry to agriculture; the comparative cost of land worked as arable or pasture, &c. They were, in fact, examined with some strictness as to their knowledge of all those subjects which form the staple of books on the science and practice of high-farming. Many of them answered quickly and *understandingly;* they all gave evidence that fully as much pains were taken in the theoretical teaching as in the practical. I looked at some of the themes they write on the subject of agriculture; they were all directed to the same end, viz., teaching thoroughly all that is known on this interesting branch of knowledge.

"I at first doubted whether they could understand the scientific terms they so freely used; I therefore laid wait for an opportunity to test one of them, and, to my surprise, had a good plain definition of a term given, which I thought must have been as Hebrew to the youth who used it.

"They looked to me to be youths of just the right stamp for the purpose for which they were in training, hardy, healthy, and homely. They have lately got an increase of land for the farm, and are about to put up a house and offices on a larger scale. I was much gratified with the time I spent at this establishment; I can see no bound to the good it is calculated to effect. In December, 1848, there were fifty Agricultural Schools in connexion with the Commissioners of Education in Ireland. I am afraid I forgot to inquire whether the pupils were

chiefly Catholics or Protestants, I hope there are many of both religious professions, and have no doubt that the pupils of these establishments are not exclusively of any one religious denomination.

"Those only who have had an opportunity of observing the general nature of farming, as practised amongst the small holders in the west, can form any true idea of the value of this system of training young men to become teachers, and exhibitors of a different practice."

"Samuel Gurney, of Lombard-street, London, much pleased with what he has seen in this institution."

"I have inspected the Model Farm, and been much pleased with its management so far as it has already been brought into shape. I have also had much pleasure in listening to an examination of the pupils in the theory and practice of agriculture, in which they seem to have acquired much proficiency.

"JAMES CAIRD, Baldoon, Wigtown."

"I have derived much pleasure and instruction from all that I have seen at this institution; and I regret that time does not permit me to examine more particularly the general arrangements and machinery of the establishment. I was pleased to see that every thing is done to promote the proper comforts of the pupils, and to give them useful habits in afterlife.

"WILLIAM SHARMAN CRAWFORD, Crawford's Burn, Co. Down."

"I had the pleasure of listening to an examination on various subjects in the science of agriculture, and was much gratified by the intelligence displayed in the answers of the pupils, and with the clearness of exposition on the part of the teachers.

"LYON PLAYFAIR, London."

"I have visited the farm, and I have also had the gratification of hearing the pupils examined by Mr. Donaghy. The management of the farm, as far as I am able to judge, appears to be excellent. With the answering of the pupils I was not only pleased but surprised—the questions were judiciously chosen, and the answers exhibited a considerable familiarity with the principles both of agriculture and agricultural chemistry.

"THOMAS ANDREWS, M.D., Vice-President of Queen's College, Belfast."

"I have the greatest pleasure in recording my admiration of the whole system of this establishment, and I indulge the most favourable anticipations of its effects on the prosperity and progressive improvement of the country.

"JOHN M'NEILL, G.C.B., Edinburgh."

"I have had the pleasure of inspecting the Glasnevin farm this day, and find much satisfaction in recording its progressive improvement since my last visit, two years ago; with the plan of examination of the pupils I was much pleased. I trust the institution will be enabled, by the support it may receive, to supply one of Ireland's greatest defects—suitable agricultural instructors for the provincial districts.

"TRISTRAM KENNEDY, Carrickmacross."

(The Late Sir JOHN CONROY, Bart.)

"Having attentively gone over this establishment, and having some practical experience in farming, I cannot too strongly express my approbation of the principles on which it is conducted. There is no doubt that it will tend to raise the agricultural character of the country. "JOHN CONROY."

(The Rev. G. R. GLEIG.)

"I have not been so much gratified by any exhibition I have visited in Ireland, as by that which came under my notice at the agricultural establishment. The lessons are all of the most practical kind, and delivered so that the least expansive mind may take them in.

"It seems to me that we must look here for the main source of the political and social regeneration of the country. "G. R. GLEIG."

"Was shown over the farm and establishment by Dr. Kirkpatrick and Mr. Donaghy, and was extremely gratified at the admirable arrangements in progress at the new buildings, as well as the crops and stock on the whole farm.

"BESSBOROUGH."

APPENDIX I.

I. Reports on Agricultural Schools.

"I have this day visited this establishment, and quite concur in the opinions expressed by previous visitors, as to the admirable manner in which every thing is conducted, and the great advantage the pupils must derive from the superior means of instruction placed at their disposal.

"KINNARD."

Dr. Kirkpatrick.

"Having only yesterday visited, in the company of John Hall, Esq., of Galway, the Poor Law Inspector for that district, the Dangan Industrial Agricultural Schools, established as an appendage to the Galway Workhouse, it is with peculiar satisfaction that I have inspected the model farm at Glasnevin. I thoroughly unite in every word of the admirable and forcible remarks of Lord Rossmore, under date of 1st June last. The new buildings, and a further intended extension of the farm, will render this one of the most interesting institutions in Europe—at once an especial boon to Ireland, and of excellent value to all persons in any way connected with the poor, either as magistrates, guardians, or conductors of public establishments, where land forms a part of the produce or occupation of such establishments.

"EDWIN RICKMAN, Mansfield."

"I have examined the farm buildings and crops, with which I have been much pleased and delighted.

"ALEXANDER LAWSON, Burnturk, Fifeshire."

"I have been much gratified to find that so excellent a system of tuition is in use in this agricultural school, blending science and practice so efficiently. I consider the examination I have witnessed highly creditable to both teachers and pupils."

"APSLEY PELLATT, M.P., Southwark and Staines, Middlesex."

"I have examined the Glasnevin farm with great pleasure. The land appears to be well cropped and cultivated, and the young men show great intelligence.

"W. W. WHITMORE, Bridgenorth."

"I have been very highly gratified by my visit to the model farm, and new farm building to-day. The mode of cropping pursued appears to be well adapted for producing a constant succession of crops of every possible variety, and of the best quality. The farm buildings appear to be admirably arranged, and constructed of the best materials. Such an establishment will be a credit to Ireland, and a model for the United Kingdom.

"JOHN JOS. BURNETT, Gudgirth, Ayrshire."

"I have not visited this farm for some years, and must say it has improved very much in every way, and that I consider the experiments in progress, so carefully registered, of very high value.

"CHARLES WM. HAMILTON, Dominick-street, Dublin."

"I have this day inspected the whole establishment, and have every reason to say that the crops are most luxuriant, and that the general management of the farm reflects the highest credit upon the manager.

"JOHN FINNIE, Swanstone, near Edinburgh."

"I have examined the various objects of interest in the model farm, and am much pleased with them. I have been much aided in forming opinions on what has come under my notice by the kind explanations afforded me by the steward.

"ALEXANDER BELL TELFER, Ayr, N.B."

"I have derived much pleasure from the inspection of the buildings and farm at Glasnevin, and of the admirable arrangements for the instruction of so large a body of promising young men, destined to diffuse through Ireland that scientific and practical knowledge of agriculture, which is so necessary to the advancement of the social and economical position of our rural population, still, unfortunately, even in this enlightened age, enthralled by ignorance, and by obstinacy or indifference, of which ignorance is the parent.

"The testing of the value of the several breeds of cattle, and of the effects of the several articles of cattle food, and the accurate record of the results, must be eminently instructive and useful.

"Experiments, even when carried to the highest point of *high farming*, though in advance of our present position, and perhaps not applicable to the great body of Irish farmers, must be productive of information, and may prove useful to the highest class in the present generation, and lay the foundation of more extended practical application hereafter. In this branch of operations I would include the distribution of liquid manure by engine power, through pipes, which I apprehend is at present only applicable to exceptional cases, such as Glasnevin, with its large extra supply of liquid from the lavatory, water closets, &c., which it might be impossible to absorb. I found it necessary on my own farm for the preservation of such matter, to construct a liquid manure tank. Nevertheless, I adhere to the opinion, that it is inexpedient to separate the solid and liquid excrements of cattle, the union of which is necessary to constitute a perfect manure.

"JOHN ANDREWS, Comber, Co. Down."

"I have examined the buildings, machinery, implements, mode and means of instruction, and domestic arrangements of the model farm at Glasnevin, and have been deeply impressed with the national benefits which must result from such an excellent institution so admirably conducted.

"DANIEL BLAIR, M.D., Surgeon-General of British Guiana."

"I have walked over the farm and through the new buildings, and have to express my satisfaction with every thing which I have seen. I look forward with sanguine hopes to the immense advantages that will be derived by the agriculture of the country from this institution.

"EDMUND MURPHY, Professor of Agriculture, Queen's College, Cork."

Remarks of Mr. BRADY, one of the Valuators, for the year ending 31st October, 1853, on the ALBERT AGRICULTURAL INSTITUTION.

"In submitting the foregoing Valuation Sheet for 1853, I may here observe, that having been a frequent visitor to, and anxiously watched the progress of, the 'Albert Model Farm,' since its first establishment in 1838, to the present time, it affords me sincere pleasure to be able to say, as far as I am competent to judge, that its onward course in every department, especially during the last three or four years, has been no less marked than gratifying.

"Well may this truly national establishment *now* be called a "Model," and looked to by the friends of progress, as *one*, at least, of the most powerful means yet devised for promoting the prosperity of the country; for, after all, it must be admitted, that it is in the education of our people, and the full development of our agricultural resources, we must hope to find that prosperity: and this noble institution is the agent for effecting both—affording our agricultural youth an education of the highest and most useful order, and showing them, *practically*, how to call forth to their fullest extent the rich resources of our soil.

"JAMES BRADY,

"Land Steward, &c., to the Earl of Charlemont, Marino, Co. Dublin."

REPORT by THOMAS HARKNESS, Esq., Secretary of the Royal Agricultural Improvement Society of Ireland, upon the GLASNEVIN MODEL FARM and FARM STOCK, for the year from November, 1852, to November, 1853.

"This is the third year in which the reporter has assisted in taking stock on this model farm, and putting a valuation thereupon. He first inspected it in 1847—saw the stock, and examined the management then pursued upon it; and he has since had occasion to inspect them very often. With such experience, he is happy to say that each succeeding year seems to outstrip its predecessor, every class of the animal stock being, at the date of my last valuation, superior in breed, in better condition, and much more valuable than the stock of previous years. The crops, both white and green, were excellent, and the cultivation and pastures in good order.

"The preceding appraisement of the farm, stock, &c., in Glasnevin, was made by Mr. Brady, land steward to the Right Honourable the Earl of Charlemont, and myself, and the values put upon the several items in the inventory are just and correct, to the best of our knowledge and belief.

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick

"Following out the principle and practice of the valuation of last year, the reporters estimated as produce the manure of the year, and the manure or lime of former years, so far as not exhausted.

"The permanent improvements on the farm have again been brought forward as enhancing its value, subject to a deduction, as in the case of drains, for their deterioration or gradual exhaustion.

"Thus, whether as regards farm stock, cultivation, or agricultural management, the Albert Model Farm is entitled, at present, to be ranked as one of the first agricultural training establishments in the world; while, when its large offices and agricultural appliances are brought into full operation, these good results will be both enlarged and made more perfect—Irish agriculturists thus obtaining, through the enlightened exertions of the National Board of Education, ocular demonstration of the successful application of liquid manure, and of the national and individual value of this system of growing all kinds of crops and grasses.

"The educational system pursued both in this institution and in the agricultural lecture-rooms of the National Board, form to a very great extent, the basis on which the farming operations of Glasnevin are conducted. We do not think that a better or more useful system of agricultural or general education can be found in any country; and we hesitate not, therefore, in saying, that steadily, energetically, and expansively carried forward, there are no available means existing in her Majesty's dominions which afford so good a prospect of immediate social amelioration to Ireland as the agricultural system of the National Board of Education.

"THOMAS HARKNESS."

"I have been greatly pleased with what I have seen, and consider the institution calculated to do great good.

"HENRY SMITH, Drax Abbey, Selby, Yorkshire."

The Model Agricultural Schools,* with few exceptions, continue to be most efficiently managed, and are affording a healthy stimulus to agricultural progress in their respective localities. The Reports of the several agriculturists speak forcibly in their favour, and I can bear full testimony to the correctness of their statements. I can also refer, with great pleasure, to the following gratifying Reports which I have received from influential persons in the neighbourhood of the schools, who, by their position and intelligence, are competent to take a proper and unbiassed view of their working and usefulness:—

MOUNT TRENCHARD MODEL AGRICULTURAL SCHOOL, County Limerick.

Mount Trenchard.

SIR,

In consequence of the inquiries which have been made respecting the working of the Mount Trenchard Model Farm and Agricultural School, I proceed to give you the fullest information on the subject it is in my power to offer.

The improvement of the soil of the farm, under the management of Mr. Patrick O'Connor, adverted to on former occasions, still continues and augments, affording an undeniable and practical example of the results of successful husbandry. The present year has not been, in this district, as favourable as usual for the production of green crops, even when grown by the most intelligent and thriving farmers; I am, however, happy to say, that perhaps the best crops of mangels and Swedes which I have as yet seen, have been cultivated on the Model Farm. The Italian rye-grass and other crops have also been productive, the oats well saved, the experiment of sowing spring wheat satisfactory, the grain is now well made up in the stack-yard, and the promise of clover for the next year is as good as can be desired. I have inspected the farm in company with many men of intelligence and experience, during my residence here, and they have expressed their gratification at the mode of management: amongst others, I can refer you to Richard Griffith, Esq., Chairman of the Board of Works, who, from his large experience connected with the land improvement and general valuation of Ireland, as well as from his knowledge of this district before the establishment of the

* See "Prospectus of the Model Agricultural National Schools" in the Appendix.

Agricultural School, is perhaps more competent than any other person to judge authoritatively and impartially with respect to the results the establishment has already produced, and the further beneficial consequences which may be anticipated from its maintenance.

The farm is placed on the side of a hill rising 344 feet above the level of the Shannon, from which it is distant half a mile. The house is kept in good repair and affords an admirable example of domestic comfort and neatness. The homestead, and stack-yard, and the well tilled fields, are seen from a considerable distance, constituting a most interesting and attractive object of imitation to the neighbourhood. In many cases they still contrast favourably with the neighbouring lands, though a visible improvement has taken place in the district since the establishment of the Model Farm. During the present year, I have observed, with great satisfaction, that the quantity of sea-sand brought up for manure is far greater than I have ever before known. How far this is attributable to the impulse given by the good cultivation of the Model Farm, or to other causes of improvement which are in active operation in this neighbourhood, it would be impossible to state with precision; but the fact of a general agricultural progress is unquestionable, and my own belief is, that it has been both accelerated and extended by the example given on the Model Farm; and I still more confidently believe that it will be progressive so long as the Agricultural School is continued under its present admirable management.

The occupiers of land have before them a practical experiment, not only exhibiting the various processes of improved agriculture, and the management of stock as manifested in increased and improved production, but these results appear in the manner which is most likely to produce a strong and lasting impression on the minds of the Irish peasantry and occupiers of land.

It is by affording this class the fullest opportunity of personally witnessing and appreciating the results of improved agriculture, that they can best be led to adopt and apply the system. Their progress may be more relied upon when the establishment presented to their imitation is not one maintained by a lavish expenditure of capital, or fixed on too large a scale; but when, on the contrary, much of the success which the neighbouring farmers have the means of observing and estimating is traceable to the application of simple principles, which they can fully comprehend, and to a well directed industry which the tenant farmers and even the smaller occupiers have at their own command. Whilst the example presented to their imitation is above their present practice, it is not wholly out of their reach. Where the agricultural pupils are, in many cases, the children of men of their own class, and taken from their own neighbourhood, the system of instruction acquires a practical interest, which it is difficult to estimate too highly.

It should be borne in mind that the instruction afforded in this school, though assisted, is not eleemosynary. Four out of the five pupils contribute annually a sum of £6 each for their instruction; they clothe themselves, and give their daily labour on the farm. This money payment is in itself no inconsiderable sum to parents of the class from which many of these young men are selected. The ordinary wages of farm servants, or farmer's boys, as they are called, rate in this neighbourhood at £6 per annum, with board and lodging; the contribution in money and labour from each of the resident agricultural pupils cannot be estimated at less than £12, a sum more than sufficient to prevent any feeling of pauperism from being connected with this system of instruction. The pupils are taken from National Schools, and a careful inquiry is made with respect to their character, and their acquirements before their admission. Where an industrial class has been established among the younger boys in a National School for receiving agricultural instruction, candidates from that class are considered entitled to a certain preference for admission as pupils at the Model Farm. Thus a useful stimulus is given to the ordinary National Schools and to the system of National Education in general. The benefits of combining literary and industrial training, which the higher state of commercial activity in England affords means of giving by instruction in various trades and handicrafts (the benefits of which union are daily more justly appreciated), are secured in Ireland through instruction in agriculture, the only branch of industry available for such purposes in our rural districts. In these cases, if farm labour is *not* introduced, *no industry whatever can be practically inculcated.*

One of the agricultural pupils is admitted free. The effect of this regulation is to meet the probable case of an industrious and meritorious child, eligible for admission in other respects; but who, as an orphan, from the poverty of his family, or from other similar causes, is unable to sacrifice the money wages which he might earn in ordinary service, and to pay an additional annual sum of £6. But it has been already shown that payment by the pupil is the rule, and gratuitous instruction is the exception, an exception limited also to one case out of five.

In order to combine literary and agricultural instruction, an evening school

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick.

is kept at the Model Farm by a highly competent teacher (Mr. O'Reilly) of the Shanagolden National School. He assures me, as the result of his experience, that the alternation of field labour and field instruction, with ordinary literary teaching, promotes rather than throws any obstacle in the way of the latter. This result confirms the experience derived from the schools at Hoffwyl, as conducted by Professor Von Fellenberg, and M. Verhli, whose testimony and example have acquired an European reputation.

These observations would be incomplete if I did not call your particular attention to a further and a most important advantage of the system pursued in this Model School. The resident pupils are placed in a domestic establishment, kept with the strictest cleanliness, order, and propriety. The teacher's house, from his own parlour and lecture-room, to the kitchen, dairy, and farm offices, presents a model which few of the establishments of the wealthy can surpass. The dormitory is as admirably kept by the pupils as the wards of the best organized hospital; a library of books is provided, the observance of Sunday and the regular attendance on divine worship is attended to, and within a few days a lending library and additional maps have been presented by the manager. Nor is it possible to overlook the effects of the moral influence and example of the master of the school, and his wife, who conducts the female duties of the farm. Under these influences, habits of active exertion early rising, punctual attention to prescribed duties, obedience, truth, temperance, propriety of language and demeanour, are likely to become not only easy and habitual but pleasurable, and the kindest relations appear to me to subsist uniformly between the instructor and the instructed. I not only hope, but I confidently believe, that good habits thus inculcated by good example, will survive the period of education, and be carried on to the future homes of the pupils, improving the condition of the parents as well as of the children.

I must not omit to remark the salutary effect produced upon a Model School by the promotion of the best conducted pupils to the Glasnevin establishment. Every well conducted pupil is aware that if he completes his course satisfactorily in the Model School he will be recommended to Glasnevin; but that if he does not deserve such a reward, this recommendation will be withheld. By this an effectual system of reward and of punishment is provided. The model farm acts as an encouragement to the ordinary National Schools, and the Albert establishment in its turn rewards the best pupils of the Model Farm. Of the ten pupils recommended to Glasnevin from hence, I have every reason to believe that all have turned out well excepting one, whose failure was not attributable to any very serious or moral offence.

It is fair that I should state that three of the pupils have emigrated to Australia. It was not to be expected, perhaps, that in a district from whence a large and most successful Australian emigration has taken place, leading to constant correspondence, and considerable money remittances (proofs of the prosperity of the emigrant), that some of the pupils should not have been induced to join their friends and families in the colony. But though aware that some of these pupils have formed admirable and useful settlers, I freely admit that the formation of such a class cannot be regarded as the primary object of the education given in our Model School. The occurrence of some such cases is, however, inevitable; and this may be illustrated by the following example, coming within my own knowledge. A young man, of the name of Guiney, had, some time back, emigrated to Australia, where he succeeded beyond expectation. By his industry and frugality he laid by sufficient to purchase between two and three hundred acres of fertile land in the colony. As a purchaser he acquired a right to the free passage of one agricultural labourer. He transmitted the order for a free passage to his younger brother, at that time a most promising pupil at the Agricultural School. This was a temptation too strong to be resisted, and the younger brother took leave of the Model Farm and became likewise an Australian settler. The prosperity of the two brothers has continued and increased; they are now the owners of upwards of five hundred acres of good land, they are wealthy and have obtained a position in the colony far more favourable than any they could have secured in Ireland.

It has been objected to the agricultural education now carried on under the National Board that a larger class of trained pupils will be produced than the demand now existing for their services will justify or provide for. This will not be the case, as far as I can judge, if the pupils are carefully selected. The greatest advantages of which agricultural institutions like the present are susceptible will, in my judgment, be secured by the selection, as paying pupils, of the sons of farmers. This is a class which can afford the loss of wages, and the annual payments required at the Model Farm. What is still more important, however, is that it is a class on the completion of whose education a natural and most useful mode of life is open for future employment. They return to the farm of their father; they direct or they assist in its improved

cultivation; they probably succeed to that farm themselves, or become enabled to rent another farm in the neighbourhood, where they are known; and the knowledge they have acquired at the Agricultural School, is practically applied and rapidly diffused. A race of tenantry will thus be gradually created, whose skill, knowledge, and good conduct, may be expected to take root and spread in a manner beneficial to the tenant, to the landlord, and to the whole community. I fully admit the importance of agricultural instruction in creating a useful class of land stewards, agriculturists and gardeners, but I am not inclined to place such results, however advantageous they may be, in competition with the importance of training up an intelligent and industrious tenantry.

I have thus given you, perhaps at too great length, my own deliberate convictions of the benefits which I consider our system of agricultural education to have already produced, and as likely to produce in future, so long as it continues to be well conducted. I may perhaps be unconsciously swayed by opinions I have already expressed, and by my long connexion with the National Board, I therefore proceed to lay before you the judgment of other parties free from such influences, and who, as occupiers of land in the neighbourhood of this Model Farm, are enabled to state opinions founded on actual experience. I see no reason to mistrust the evidence they furnish, which I submit for the consideration of the Commissioners as the best means of completing this report.

I am yours faithfully,

Monteagle.

To Dr. Kirkpatrick, &c., &c.

Appendix.

Extract from the Return of P. O'Connor, the Master, to the Manager.

The gross number of boys of the industrial classes drawn from the literary schools, who have attended the Model Farm to receive agricultural instruction has been seventy-five. These are for the most part, if not exclusively, engaged in agricultural work either at home or with neighbouring farmers.

The total number of boarding pupils in the same period has been seventeen, five of whom are now at the Model School; three emigrated to Australia, and were engaged in agricultural works when last heard of. Of the pupils removed to the Albert Institution to complete their studies, two have returned home, and are working out the improvement of their fathers' farms. The knowledge they have obtained of improved agriculture is practically exemplified in different works they have undertaken, much to their own credit. Five are still at Glasnevin.

Testimony of Michael Fitzgerald, Cappa house, Parish of Loughill.

I farm 130 acres of land, and am in the habit of occasionally visiting the Mount Trenchard Model Farm. I consider that the system of husbandry practised there has conferred incalculable advantages on the locality. I do not speak from my own knowledge alone on these advantages. I have been told by several persons in the neighbourhood who have also visited the Model Farm, that a vast amount of benefit and useful knowledge is derived from Mr. O'Connor's example and advice, which he spares no pains in affording to any person who may require it. In my own case I have had frequent occasions to consult Mr. O'Connor, with respect to diseases in cattle, and the different quantities and qualities of grass seeds I might require for different soils, and in all cases I found his advice successful and satisfactory.

Testimony of William Shaughnessy, of Lcheys, Parish of Robertstown.

Holds up to 30 acres of land, and has been from time to time an observer of the different operations carried out on the Model Farm. Feels satisfied that the example set forth has been beneficial to him. Has tried successfully the cultivation of green crops on the same principle adopted at the Model Farm. Has also learned to lay down land with proper mixtures of grass seeds, in which he has been assisted by Mr. O'Connor, the Agriculturist. Has levelled fences, because he considered that the economy of land in the Model Farm was worthy of example. Grows clover for soiling cows and horses, but does not house-feed regularly. Is entirely of opinion that the Model Farm has produced good in general.

Testimony of Thomas Madigan, of Crohane.

Farms 15 acres of land. Has derived much advantage from the Model Farm. Has learned the proper cultivation of green crops, and how to lay down lands

with grass seeds, the mixing and application of manures, and thorough-drainage, and has this year grown wheat on a piece of drained land. Never before grew wheat on his farm, and would not now do so only through the example set at the Model Farm. Has derived much benefit in all the practical details connected with the cultivation of crops in general.

Dr. Kirkpatrick.

TESTIMONY of DANIEL SHEAHAN, of Gourbane, Parish of Shanagolden.

Occupies 15 acres of land. Practises house-feeding in a modified form, and a proper rotation of crops. Has observed the different operations on the Model Farm. He is himself a very successful cultivator of green crops, which he did not commence to cultivate till after the establishment of the Model Farm. Has thorough-drained land for himself, a process which he never saw till practised by Mr. O'Connor, master of the Model Farm. He is also indebted to him for a proper mixture of grass seeds suited to alternate husbandry. Has admired the pains taken on the Model Farm in cleaning the land, and has done the same himself, converting the weeds into compost. Is of opinion that the Model Farm is a great benefit in the locality.

TESTIMONY of MAURICE M'MAHON, of Ballynash, Parish of Shanagolden.

Rents 16 acres of land under Mr. Royse, near the model farm, and has derived great benefit from the example shown there. Learned to thorough drain, to clean and cultivate green crops, of which he has a portion each year; has also learned to house-feed stock during the winter, to collect and economize farm-yard manure and prepare it for the different crops; never practised the above improvements till he saw them practically carried out at the model farm, and would farm his holding in the same way as Mr. O'Connor, if he had sufficient capital to enable him to do so.

FARRAHY MODEL AGRICULTURAL SCHOOL, County Cork.

Farrahy Rectory, Kildorrery.

DEAR SIR,

In reply to your letter of the 3rd instant, requesting my opinion as to the working of the Farrahy Agricultural Model School, and soliciting information as to the actual benefits effected by that Institution, and the system generally, I beg to state that I have not thought it proper to answer your queries hastily, but have taken a few days to make a personal examination of the farms in the immediate vicinity of the school, and to consult more experienced agriculturists than myself. I have much pleasure in stating that the Farrahy Model School has undoubtedly succeeded in converting very inferior land into soil at present yielding superior crops. Of this fact your own inspection has already apprized you, and I dismiss it with the observation that such a result produced in the midst of a district where a great part of the soil is of a similarly inferior quality, could scarcely fail to stir up to emulation the neighbouring farmers. I shall now enter more fully upon other matters, into which, from the nature of your inquiry, I felt called upon to make a particular examination. First, then, as to the actual benefit to the country in the immediate vicinity of the school, I consider it to be very great. On my first acquaintance with this locality, five years ago, the roadside fences were in great disorder, a few turnips were grown by large farmers, but positively no carrots nor green crops other than potatoes by any but proprietors of estates. The tenant farmers were ignorant of subsoiling, trenching, putting down clover and grass seeds properly, in fact, of every right process of agriculture. Cows were kept out both winter and summer, and guano was unknown. Lime was the usual remedy employed to restore the exhausted soil, and not unfrequently applied in conjunction with manure. The country people were in the habit of breaking up lea land for potatoes: afterwards taking a crop of wheat, or two crops of oats, and then giving their land to any one who would put out dung for the next potato crop, so as to enable the holder to restore the only rotation of crops with which he was acquainted.

Now all this is changed, and a great improvement is perceptible. No farm is without turnips or other green crops; fencing is being carried on to a considerable extent; the benefit of draining, subsoiling, and cleaning the land properly is known; and the people are acting on that knowledge to a great degree. The propriety of house-feeding cattle is acknowledged, and wherever the farmers have sheds, they put in their cows during the winter months at least; and the man who puts lime and manure together into his field is now as much ridiculed as was formerly the agriculturist who dug with a fork, put potatoes in drills, and took out weeds with a grubber.

As the soil does not call for much drainage, I cannot say that it has been practised immediately about the school, except to a partial extent; but great numbers of fences have been levelled, and large fields have been made out of three or four small ones. Waste land has been reclaimed, carrots are grown, and the rotation of crops is understood and mostly followed out in some way or other, by the small farmers, and in an effectual manner by the large farmers.

The improvement of farming in this neighbourhood being beyond doubt progressing, I yet could not ascribe it almost entirely to the establishment and maintenance of the Model Farm, were it not that the farmers themselves do so, and I have received testimony from very competent judges to the same effect. Mr. Robert Cole Bowen, J.P., &c., in answer to my inquiry, writes —"The Farrahy Model School has been most beneficial to the farmers in its immediate vicinity. My own tenants have improved their system of agriculture by observing that pursued on the Model Farm, especially those who had their sons educated in the establishment. I can give no greater proof of the estimation in which I hold it than the fact that I have made repeated applications to the Board to establish a Model Farm on the same principle on my property in the county Tipperary," &c., &c.

Mr. Thomas Bayly, an extensive land agent, and well acquainted with the locality, writes as follows:—"I have, from time to time, gone over the Farrahy Model Farm, accompanied by several of Mr. Stawell's tenants on the neighbouring farms, and was much gratified to find the deep interest they took in the manner of cultivation, and their determination to follow the good example which Mr. Smith takes a deal of trouble to explain. There is an evident improvement in the mode of farming of the neighbouring tenants, and in the ideas of the boys who have attended the school, *several of whom are competent to conduct the working of a farm.* In fact, the advantages derived from the example of good husbandry carried on at that farm, in all its branches, are incalculable, nor could any one estimate them." Mr. Arundel Hill, of Graigue, a practical agriculturist himself, and having connexion with farming matters, gives his opinion thus:—"The Model Farm has been of much use in the neighbourhood. Small farmers in the locality have their clover, turnips, &c., well tilled, and there is a general improvement in the farming in the district, which I ascribe a good deal to the example set them at the agricultural school at Farrahy." Mr. Ralph Evans, of Carker, also largely engaged in farming, is of opinion "that it (the Model Farm) has been of great service in the neighbourhood, by diffusing valuable and useful information among the agricultural classes;" and Mr. Nicholas Evans, of Newtown, J.P., &c., states that "it is calculated to improve both the small farmers and labourers of the district." As I send you herewith the letters themselves for your perusal, I will proceed to give you a few notes of visits paid to some of the tenant farmers about the school, from which you may judge of their sentiments relative to the Farrahy establishment.

Cornelius Carrol holds 70 acres; thinks the greatest good has been done by the school; remembers that before its establishment all cattle in the country were out all winter; has learned to clean land and prepare it; sows now a much greater breadth of turnips and green crops than heretofore; drills his potatoes; house-feeds in winter; has levelled ditches and enlarged fields; all which he ascribes entirely to the example of the Model Farm.

Edmund Ryan holds 17 acres; soiled his cattle all last summer; imitates the cleaning, preparing, and subsoiling of the land as he has seen practised at Farrahy Model Farm; is enthusiastic in its praise.

Michael Geary has 34 acres; learned from the Model Farm to clean and cultivate deeper, and subsoil; all which he was ignorant of until he saw Mr. Smith do it; has also learned to sow grass seeds and clover properly; finds now that he has better crops even with less manure than formerly; is going to level all his fences and make large fields; puts in his cows earlier than heretofore; ascribes all his improved culture to Smith's example.

Edward Ryan has 21 acres; learned to till his turnips as he ought; drained a little, and levelled many ditches, and made large fields; cultivated a deal of waste land; Smith was the cause of all this; has more to do yet in the way of improvement under Smith's advice; learned the benefit of house-feeding cattle, and has built a house for that purpose; has subsoiled, and what was the worst part of his land is the best now.

Patrick Walsh farms 74 acres; has learned a great deal from the school; borrowed from Smith treatises on agriculture; learned and carried out a rotation of crops; knows that his neighbours, even though they have not carried out generally a full course of rotation, yet many of them have gone a great way towards it; did not formerly house-feed on green crops, but does so now; grew carrots and turnips for feeding of stock last year, in consequence of what he learned from the school books, and found it answer extremely well; lays down grass seeds; drained for the last three years, and has now fine land where furze

Dr. Kirkpatrick.

only grew before; says his improvements in the way of throwing small fields into large ones may be seen by reference to the Ordnance Map. Before the school was established, knew nothing of putting down green crops properly, or of the qualities of manures; says that no one in Ballyquiroo knew how to grow a turnip until the Model Farm was established, and that the turnips grown formerly were not a fourth of what they are now in size.

Michael Barry holds 32 acres; has learned to till and subsoil; grows more turnips; ploughs deeper than heretofore; has studied catechisms of agriculture from Smith's advice; house-feeds with turnips as far as he can in winter; purposes to sow rape; never did so before; farms now very differently from heretofore; positively has done all this from what he learned at the school farm, and would expend more capital in improved farming, but that his means are small; thinks that the people from a distance have benefited likewise, as he has frequently accompanied parties from other parishes to view the Model Farm, and as far as he can form an opinion, they took valuable hints from Smith's plans of farming; has levelled fences partially; never will take two grain crops in succession; has used guano a good deal; means to drill potatoes for the future; thinks there is hardly a farmer in the neighbourhood but has learned something from the establishment of the school and farm.

Patrick Mahony is a Poor Law Guardian, a member of Kildorrery Dispensary Committee; has a shop in Kildorrery, and farms over 150 acres, besides having lately taken on lease 1,150 acres of inferior and mountain land; his son was trained in the Model Farm, and subsequently at Glasnevin; declares he would not be able to farm so largely without the knowledge obtained from the school by himself and son; states that it was in consequence of the knowledge displayed by his son regarding land and its treatment that he obtained the lease of the 1,150 acres; says that before the establishment of the school there was little sign of green cropping, only a few turnips, and no carrots or mangels among the farmers; has levelled fences a good deal; house-feeds in winter, and will do so in summer also, for the future, as his son will superintend the farming business; has found the improved system very profitable; knows that many farmers came from a distance to see Smith, and is sure that they adopted plans similar to what they saw; knows that the neighbours take advice from Smith; says that the boys of the industrial class spread a variety of information through the neighbourhood, being able to teach their parents the method of dibbling in seeds and drilling, tending stalled cattle, &c.; has put his potatoes in drills this year; never had carrots until this year.

I have now laid before you the testimonials of gentlemen well acquainted with scientific and practical agriculture, as to the great advantages which have accrued to the neighbourhood in general from the Farrahy Model Farm, and I have also given you, in their own language, the statements which the farmers themselves gave me respecting the benefits which they have received. I can only add, that this district, since my first acquaintance with it, has become more orderly and quiet. I see fewer drunken people on the roads than when I first resided here—agrarian disturbances are unknown, and rents are not in arrear—there are no religious animosities, to the best of my belief. I will now give you an account of the agricultural pupils who have been under my cognizance since the date of my arrival at Farrahy in 1851, to the present period. These pupils have been in all fifteen—of whom eleven were Roman Catholics, and four members of the Established Church. Of these six have concluded their training both at Farrahy and Glasnevin; one is awaiting his summons to Glasnevin, having terminated his year at Farrahy; four are at present in training at Glasnevin, and four are at the Model Farm at Farrahy. I can conscientiously state that all the fifteen gave complete satisfaction to Mr. Smith and myself during their residence at Farrahy, and I believe that the conduct of all who went to Glasnevin, with but one single exception, was creditable there also. It gives me pleasure to be able to state that those who have already terminated their connexion as pupils with Farrahy and Glasnevin are in a fair way to display the result of their training. One, Samuel Bell, is now the Board's agriculturist at Dunmanway, and, from what I observed of him in an interview I had with him last year, I have no apprehension that he will ever reflect discredit upon the National System. The next in my list, Adam Roche, when leaving the Albert Institution, became steward to the late lamented Earl of Listowel, and had in charge about 500 acres of land. He is now farming on his own account 70 acres. The third, Thomas Magner, is now managing his father's farm, containing 30 acres; and is about to become a land-steward. The fourth, John Mahony, is now in charge of 150 acres of land belonging to his father, and by his good conduct and skill has been the means of his father getting on lease for ever 1,150 acres of mountain and inferior land, of which he hopes gradually to reclaim a large portion.

The remaining two are managing, I believe with satisfaction, for their parents.

until they obtain situations. With regard to the other nine who have not yet finished their course of training, I do not feel it necessary to say more; but I would remark that the training both at Farrahy and Glasnevin seems to be very highly prized.

I have received applications from very distant quarters for admission of pupils, in one instance from Dublin, and there are many more candidates than vacancies. Again, the class of persons who are anxious to gain admittance are such that there can be no doubt but that the training must be really valuable and effective. Thus, large farmers seek to gain for their sons a higher agricultural knowledge than they could get at home, and the land stewards of noblemen and gentlemen of large estates seem to think the scientific and practical information to be had at the Board's establishments of greater value than the extensive practical training which is afforded at the great farms of the landed gentry.

You are aware how highly labour has rated in the market of late years, and can therefore judge how thorough must have been the confidence felt by parents in the efficiency of the agricultural training, when they gave up the profits of their sons' labour for three years, and in most cases paid a small premium besides at entrance. And what greater proof, or one more tangible, as far as regards this district, can there be of the real benefit derived from agricultural training institutions than the fact that such persons as the Earl of Listowel, Lord Donoraile, Richard Longfield, of Longueville, D.L., have recommended their stewards' sons to become pupils in the Farrahy Model School, in order to acquire there, and subsequently on an enlarged scale at Glasnevin, that knowledge of the agricultural sciences which no private farming, however extensive—no demesne of the nobleman, however magnificent, can supply. I do, therefore, consider model agricultural schools to be of very great benefit to the country at large, and, as far as concerns the Model Agricultural School of Farrahy, I beg to state, unhesitatingly, that the gentry of the neighbourhood bear witness to its beneficial effects on the surrounding farms—that the farmers themselves are loud in its praise—and that the success of the pupil department has been demonstrated satisfactorily by the subsequent success in life of those who have left, and the station and conduct of those remaining in the institution.

I remain, dear Sir, your faithful servant,

W. MAZIERE BRADY, A.M.,

Rector of Farrahy, and Chaplain to his Excellency the Lord Lieutenant.

To Dr. Kirkpatrick, &c., &c.

LARNE MODEL AGRICULTURAL SCHOOL, County Antrim.

Kilwaughter Rectory,
Larne, County Antrim.

DEAR SIR,

With reference to your circular of the 3rd instant, requesting information as to the working of the Larne National Agricultural School, and whether it has any effect in promoting agricultural improvement in the surrounding district, I beg to say, that I am of opinion, that very great public advantages have already accrued from the annexing of an agricultural department to several of the National Schools in Ireland, and as regards the Larne National School, of which I am manager, it will be seen, by the annexed return, that several young men who were educated here, are now acting in the capacity of land stewards, or farm managers in various districts of this country.

The establishment of well managed schools, in which theoretical and practical instruction in agriculture is blended with the ordinary school business, must be attended with the most beneficial results. The school farm holds out an example to the surrounding districts of correct management of small farms, and present to the youthful mind a book, as it were, in which may be read lessons of the highest value, whilst the in-door instruction, which is given in the principles of agricultural science, tends to the removal of erroneous views, and lays the foundation of improved and correct practice, and of the much to be desired industrial habits of the people.

There is no branch of industry in which this part of the kingdom has improved more of late years than that of agriculture; and the Commissioners of National Education in aiding in this onward progress, by establishing Agricultural Schools and Model Farms, are eminently promoting the welfare of the

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick.

country, and thereby making no mean return for the outlay of the public money, which has been entrusted to them by Parliament.

I sincerely wish that the combined system of literary and agricultural education in our National Schools was more widely diffused than it is at present, convinced as I am that the prosperity of Ireland, and the true interest and happiness of her rural population, would be promoted by it.

It is almost unnecessary to remind you, that the Larne National Agricultural School, solved the problem of the practicability of carrying out a system of scientific and practical instruction in agriculture, in combination with ordinary literary training. "It was from this establishment," I quote from Colman's European Agriculture, p. 216, "that a detachment of five pupils was sent for examination to the great meeting of the Agricultural Society of Scotland, the last autumn (1845), where their attainments created a great sensation, and produced an impression on the subject of the importance of agricultural education, which is likely to lead to the adoption of some universal system on the subject: I shall transcribe the account given of the occasion—

"Five boys from the school at Larne were introduced to the meeting, headed by their teacher. They seemed to belong to the better class of peasantry, being clad in homely garbs; and they appeared to be from twelve to fifteen years of age. They were examined, in the first instance, by the Inspector of Schools, in grammar, geography, and arithmetic, and scarcely a single question did they fail to answer correctly. They were then examined by an Agricultural Professor, in the scientific branches, and by two practical farmers in the practical departments of agriculture. Their acquaintance with these was alike delightful and astonishing. They detailed the chemical constitution of the soil and the effect of manures, the land best fitted for green crops, the different kinds of grain, the dairy, and the system of rotation of crops. Many of these answers required considerable exercise of reflection; and as previous concert between them and the gentlemen who examined them was out of the question, their acquirements seemed to take the meeting by surprise, at the same time that it afforded it the utmost satisfaction, as evincing how much could be done by a proper system of training."

And in the report of the Devon Commission on the occupation of land in Ireland the following appears—

"The Committee on Agricultural Education, appointed at the meeting of the Highland Society in Glasgow, in reference to the high testimonial transmitted to Dr. Kirkpatrick, thus express themselves. We cannot but attach value to this document, on account of the opinion it expresses of so many experienced and intelligent persons, as to its being practicable to impart to young boys much agricultural instruction, which may be useful to them in afterlife; as to its being practicable to impart it in the existing school, and without interfering in the course of education there; and as to its being desirable to introduce such instruction into the parish and other elementary schools in Scotland."

The following shows the destination of boys educated at the Larne School, since 1848—

14 were taken to Glasnevin Model Farm.
14 were appointed Teachers of National Schools.
23 entered shops and trades.
4 went to College.
9 emigrated.
29 were apprenticed to sea.

At present the following important situations are filled by young men who were educated at the Larne School—

Agriculturist to the Munster Model Farm, Cork.
Agriculturist to the Bailieborough Model Farm, Cavan.
Agriculturist to the Lismore Union, Waterford.
Agriculturist to the Clonmel Union, Tipperary.
Agriculturist and Schoolmaster to the Piltown Agricultural School, Kilkenny.
Agriculturist and Schoolmaster to the Belfast Union.
Assistant Chemist and Secretary to the Chemico-Agricultural Society of Ulster.

The fact of twenty-nine boys having been apprenticed as sailors, arose from the circumstance of their having been instructed in navigation; which affords a proof of the advantages resulting from an education of a *special* character, and thus, as in the case of agricultural training, enabling young men to enter upon useful and important pursuits with a well-grounded hope of advancing their position in life.

I may state, that several persons, opposed to the National System on other grounds, have sent young men to be instructed in the agricultural department of the Larne National School.

I am, dear Sir, yours very truly,

CHARLES WARD, Rector of Kilwaughter.

To Dr. Kirkpatrick.

ATHY MODEL AGRICULTURAL SCHOOL, County Kildare.

Athy.

We, the undersigned, are of opinion that to do away with the Agricultural Department of the system of National Education would be a serious mistake, as it would not only render the system less complete, but would abolish one of the best agencies for developing the resources of our country, which are chiefly of an agricultural character. Besides, it would be to deprive the people of that which they approve of, for, of the two departments of National Education, the agricultural has had to encounter less opposition than the literary.

In the Athy Institution the attendance at the literary schools was for a long time inconsiderable, whilst that at the agricultural classes was encouraging from the outset, and so continues: there being always, we believe, more applications for "intern" vacancies than it is possible for the Commissioners to entertain. The boys educated at this establishment have, we understand, been sought after, and are almost all employed in agricultural pursuits; so that the people in this part of the kingdom have given practical proof of their appreciating the system, which, in our opinion, is becoming still more popular.

So far as we can judge, the duties connected with the agricultural department of the Athy Model Schools are efficiently discharged. The agriculturist appears to possess the intelligence, address, taste, and business habits suitable to the situation, and there can be little doubt but that to be trained under such men would be highly beneficial to the young farmers of Ireland.

We would sincerely hope that Legislators have the interests of Ireland too much at heart to entertain the idea of abolishing institutions which are so much adapted to the country—that have proved so profitable—and are held in such high estimation by the people, for whose benefit they were designed.

FREDERICK S. TRENCH, Clerk.
HENRY F. MACDONALD, Clerk.
MICHAEL DUNNE, M.P., Queen's County.
MARTIN KAVANAGH, Chairman T.C., Athy.
MARK CROSS, T.C., Athy.
B. L. LEFROY, J.P.
PATRICK COMMINS, T.C.
P. L. DORAN.
HUGH MAGUIRE, P.L.G.
ALFRED HAUGHTON.
THOMAS GREENEL.
JAMES BUTLER.
THOMAS JAMESON, Clerk.
JOHN HALL, Presbyterian Minister.
JAMES GRACE, P.L.G.
THOMAS FITZGERALD, J.P.

BALLYCARRY ORDINARY AGRICULTURAL SCHOOL, County Antrim.

Carrickfergus.

DEAR SIR,

Some days since, Mr. M'Kee handed me your circular on the subject of agricultural schools, and it brought to my mind the late debate in Parliament on the subject.

I beg, therefore, to send you some particulars as to the success of the Ballycarry School, and to record my decided opinion, that the teaching of agriculture in no way interferes with the literary department.

The Ballycarry Agricultural National School was opened 1st May, 1850, under the patronage of D. S. Ker, Esq., M.P., since which time it has gone on progressively increasing in numbers and in efficiency, till the number on the roll has reached upwards of 100, and the average attendance on one week during the last month was ninety-nine. In this school will be found children of all religious denominations in the parish, in the proportions in which the several sects exist, and also a hearty concurrence and unanimity among the three different ministers who have congregations in the parish. That the Model Farm has been useful and beneficial to the neighbourhood, no one who reads the successive reports can doubt, and any person who has heard the children examined can testify to their acquirements in the agricultural departments.

That this department has not interfered with the literary may be proved by the following analysis of the destination of a large portion of the pupils:—

An account of the destination of 88 boys educated in Ballycarry Agricultural National School, from May 1st, 1850:—

8 boys have qualified and entered shops.
21 appointed to different trades.
3 became Monitors or Assistant Teachers.
5 Teachers of National Schools.
7 clerks.
3 shopmen in Baltimore.
3 qualified for Queen's College.
22 entered public works.
2 went to sea.
13 left capable of managing farms.

Now, by observing the proportions of the above, for whose adopted course of life a literary education was necessary, one could not conclude that the agricultural teaching interfered with the literary department; and I will now record my own testimony and belief, that if the pupils were selected from each of the surrounding ordinary National Schools, none of them could compete with the pupils of the Ballycarry School in literary acquirements. In fact, the Ballycarry School is becoming the *nursery* for teachers for the surrounding district, and in one case a pupil from it was elected Master of a Church Education School, simply because he was the best qualified that could be procured.

I trust, therefore, that nothing will induce the Legislature in any way to interfere with the present efficiency and prosperity of the Agricultural National Schools.

I am, my dear Sir, your obedient servant,

G. T. PAYNE,
Vicar of Templecoran and Killroot.

To Dr. Kirkpatrick.

DROMISKIN MODEL AGRICULTURAL SCHOOL, County Louth.

Dromiskin.

SIR,

In reply to yours, inquiring about the working of the Dromiskin National Agricultural School, of which I am manager, I have much pleasure in stating that it continues to give entire satisfaction, not only to me, but also to even the most fastidious farmer in the surrounding district. The combination of the literary with the agricultural department contributes in a wonderful degree to fill the mind with accurate information, and prepares the hands and improves the taste of the pupils for the skilful and profitable cultivation of the farms of which they may hereafter have the management. There are at present in the Albert Training Institution, two young lads who were educated in the Dromiskin Agricultural National School, who have displayed at every examination they underwent such accurate information both on the theory and practice of agriculture, as to convince me, and every one who witnessed their examination, of the utility and beneficial results of the combined system of literary and practical agricultural training. I feel confident that the Government, by continuing and encouraging such a system, would confer on the people of this country, and on the small farmers in particular, a very great and lasting favour.

Your obedient servant,

THOMAS CALLAN, P.P.

Thomas Kirkpatrick, Esq., M.D.

GLOUNGARRAGH MODEL AGRICULTURAL SCHOOL, County Waterford.

Lismore Castle.

DEAR SIR,

In reply to your circular, requesting my opinion regarding the working of Gloungarragh National School, I beg to say that I have every reason to be satisfied with its operation as far as it has gone, but it is so short a time since the arrangements for boarding pupils (in my judgment by far the most important part of such institutions) have been completed, that I am unable to speak much from experience as to the results.

I have no doubt, however, that the previous limited operations of the school, as an ordinary agricultural one, have not been without benefit to the surrounding district, particularly in improving the cultivation of green crops. And I confidently anticipate much advantage from the education of lads boarding at the school, and the working of the farm on a regular system by them under the teacher's management.

As this establishment has not yet been a year in operation, none of the lads have been sent to the Albert Institution.

I remain, dear Sir, yours very faithfully,

F. E. Curry.

Thomas Kirkpatrick, Esq., M.D.

Killinagh National Agricultural School, County Roscommon.

Sir,

In reply to your letter relative to the working of the Killinagh Agricultural School, I have to state that I have reason to be very well satisfied with the manner in which the school is conducted, and the proficiency shown by the boys in both the theory and practice of agriculture. Our school has been so recently established, that I cannot as yet give any decided opinion with regard to its influence on the people in the locality. A very great improvement was manifested last year among the small farmers in the quality and management of green crops. I saw some beautiful crops of mangels, turnips, and clover, which were grown in the immediate vicinity of the school.

As I give small premiums for these crops, the tenants are induced to make greater exertions; but I attribute the improved culture chiefly to the example shown on the Model Farm, where the green crops have always been excellent. As our farm buildings are now nearly completed, the people will have an opportunity of observing the system of house-feeding of cattle, and the economizing of manure, which I consider to be the most important part, as it is the great desideratum in agricultural education in Ireland. In a country occupied by small landholders it is most important that they should learn, by actual experience, the advantage in a small farm of housing the cattle and thus obtaining a supply of valuable manure.

The Irish are very ignorant in the essential principles of agriculture; they allow their small fields to be trodden down by cattle, and their manure heap generally consists of a little straw thrown out to rot upon the road. Until they acquire a more practical knowledge of the principles of agriculture, and the management of small farms, there will be no decided improvement in their condition. It is in order to effect this object that I consider the agricultural schools are particularly valuable. In fact, in a country like Ireland, the science and practice of agriculture should form an indispensable part of our educational system. The boys should be instructed in that profession which will constitute their business in afterlife. The great majority of boys in our schools will hereafter become the owners or occupiers of small farms. Our general system of practical education should be based upon the actual condition and requirements of the people. It is for that reason that I attach more importance to our small ordinary and model agricultural schools, when well conducted, than to the larger and more expensive establishments.

In the former, the people have placed before their eyes the example of a system adapted to their own condition and resources. Although it is very desirable to train up a certain number of the best qualified as stewards, gardeners, &c., yet I think when good can be effected among the mass of the people by establishing small agricultural schools and farms in connexion with the National Schools throughout the country, where the boys may learn the principles of husbandry on a small scale, I am convinced that the rising generation will evidence by their superior habits and practice the utility of a sound practical education.

There is, however, one defect in the system of combined literary and agricultural instruction as established by the National Board, which I have found by experience to be productive of bad results. In the ordinary and the small model agricultural schools, the management of both the literary and agricultural education is vested in one individual, who receives an additional grant as agriculturist. The consequences are, that neither department is properly managed, and the teacher, according to his peculiar taste or will, will devote the most of his time and attention to either the literary or the agricultural branches of education. He cannot possibly superintend both departments so as to conduct the business with satisfaction to himself or his employers; the time required for the

Dr. Kirkpatrick.

superintendence of his labourers must be extracted from the period during which he is expected to attend in the school, and *vice versa*; I think that it is on account of this that the people are rather opposed to the agricultural schools, as they find that it interferes with the literary education, to which they attach more importance.

In consequence of my representations, the Commissioners effected a change in the system of the Killinagh School, which I think will prove satisfactory, and, if generally adopted, might secure much better results at a little additional expense.

The plan I have suggested is, that instead of granting an additional sum to the master, the Board should allow a small salary, say £10 in the common agricultural, and £15 in the model schools, for an assistant, who should be under the master and might work on the farm with the agricultural class. Thus, I consider, that at the additional cost of £5 the efficiency of the school would be much increased, and any objections which may now exist regarding the combined system of instruction would be removed. I consider this a very serious matter, as the concentration of the two duties in one person is likely to injure the practical working of a system which is undoubtedly well devised for the future improvement of the people.

One of our pupils was trained for a short time at the Albert Institution, he has acted lately as an assistant master, and has given great satisfaction.

I am, Sir, your obedient servant,

C. FRENCH.

To Dr. Kirkpatrick, &c., &c.

WOODSTOCK MODEL AGRICULTURAL SCHOOL, County Kilkenny.

Inistioge.

SIR,

In reply to your letter of the 13th instant, requesting a report of the Woodstock Model Agricultural School, I have to say, that I consider the establishment of a farm, and the instruction imparted thereon, in connexion with the literary school, to be of great use to the surrounding district. Half an hour of agricultural instruction in the school, and an hour on the farm, are given every day, when weather permits; and as the ground (eight acres) is kept in regular rotation, very clean, and, I believe, farmed with good profit, I cannot understand how possibly the children can avoid receiving benefit from such a course of instruction. There is but one young man educated at this school who has been trained at Glasnevin, and from what I can learn, he has received an education in every point of view, very far superior to what he could have obtained were such institutions not in existence.

Yours most respectfully,

ALEX. HAMILTON.

T. Kirkpatrick, Esq.

GLANDORE MODEL AGRICULTURAL SCHOOL, County Cork.

Glandore House, Rosscarbery.

SIR,

Referring to your circular, it affords me pleasure to bear testimony to the satisfactory results which have attended the management of the Model Farm here. To the improved system observed in its cultivation can be traced general improvement of a practical nature in a district hitherto remarkable for its backwardness in agriculture. The introduction and increase of green crops afford strong evidence of the benefit it has conferred, and the anxiety evinced by the farmers of the district to obtain information, leads me to look forward to further improvement. There have been two pupils (now at Glasnevin) trained here, and another has been lately received as a free boarder. I beg, in conclusion, to express my high opinion of the intelligence and efficiency of the agriculturist, Mr. Delany. He has evinced great skill in the improvements effected in the farm, and his attention in affording instruction to the pupils merits my most

favourable opinion. Men, such as he is universally admitted to be, combining practical knowledge with general information, must succeed in effecting good, and ultimately removing the groundless objections which, I am sorry to perceive, your truly useful system of agricultural training has met from sources, prejudiced as they are ignorant of its practical benefits to society.

Wishing it every success, I am, dear Sir, yours faithfully,

W. F. J. BARRY.

Thomas Kirkpatrick, Esq., M.D.

CASTLEHACKET MODEL AGRICULTURAL SCHOOL, County Galway.

Castlehacket, Tuam.

MY DEAR SIR,

Absence from home prevented my sooner replying to your circular of the 3rd instant. Considering all the circumstances connected with the Castlehacket National Agricultural School, its position, the attendance, the money, labour, and attention bestowed upon it, I think the results of the working of it are satisfactory. Before the establishment of the school as an agricultural one, I had taken great pains to encourage agricultural improvement in the district. I therefore am unable exactly to trace its result, but I have no doubt on my mind it has materially assisted to increase and encourage the improved system of agriculture, which we now see rapidly extending itself. As in every thing of the kind, I myself committed some error, and had I to commence again, I feel I could make it much more satisfactory. Except where there are two teachers, a literary and an agricultural one, great care ought, in my opinion, be taken to limit the size of the farm, and to pay particular attention to gardening.

With respect to the pupils educated at my school, only one was trained at the Albert Institution, and he is, I understand, doing well in America. I received application for others, but they did not happen to be admitted in time.

One is a monitor in a National School near here, twenty or thirty are employed on their fathers' holdings, and six are employed in shops and merchants' stores. All, as far as I can learn, are conducting themselves well. I regret I cannot give you fuller information on some points, but I trust the little I have stated may be satisfactory.

I remain, yours faithfully,

DENIS KIRWAN.

To Dr. Kirkpatrick, &c. &c.

SALLYBANK MODEL AGRICULTURAL SCHOOL, County Clare.

Limerick.

SIR,

In consequence of my absence from home for some weeks, I was unable until the present time to reply to your favour of the 13th ultimo. I am happy to state, that the National Agricultural School of Sallybank, County Clare, has, since its establishment, been of much advantage to the surrounding district. It is now eight years since the master of the school, Mr. Ryan, commenced his labours; and such have been the effects of the small Model Farm, by rotation of crops, &c., no farmer in the locality is now without his plot of turnips, clover, rye grass, &c. There is also more attention paid to winter feeding of stock, and to the cultivation and preservation of manure, than formerly. Several persons of respectability have visited the farm and school, and testified their approval of the improvement and success of the crops in such a barren tract of land. The only young man educated at this school, and admitted to the Albert Institution, is William Woulf, who has been farming on his own account, successfully, for the last two or three years.

Your obedient servant,

EDWARD BERNARD.

Thomas Kirkpatrick, Esq., M.D.

BAILIEBOROUGH MODEL AGRICULTURAL SCHOOL, County Cavan.

Bailieborough.

DEAR SIR,

In reply to your letter of the 6th instant, I beg leave to state, that I consider the establishment of a farm and agricultural department, in connexion with the literary school, a great boon to this neighbourhood. I believe the greatest

Dr. Kirkpatrick.

benefit observable from it is after the young men who have been educated here return from school. The manner in which they work the land belonging to their friends goes farther to improve the cultivation of the country than even the Model Farm does.

There are very few (if any) of the young lads in this locality who went from this to the Albert Establishment. I believe the greater number of them got schools, and situations as gentlemen's stewards.

If there is any other point you require my opinion on, I will be happy to let you have it.

I am, your obedient servant,
THOMAS CHAMBERS.

Thomas Kirkpatrick, Esq., M.D.

BALLINAKILL MODEL AGRICULTURAL SCHOOL, County Galway.

Marble Hill, Loughrea.

SIR,

In reply to your circular of the 3rd instant, requesting my opinion of the working of the Ballinakill Model Agricultural National School, of which I am the manager, I beg to state that the establishment of the agricultural in connexion with the literary department, has had a most satisfactory effect, and proved highly beneficial to the farming classes in the surrounding district. I have closely watched the steady progress in improved cultivation in this locality, during the past twelve years, and I can bear due testimony to the benefits derived by the growing population, from the instructions imparted to them, both in the school and on the Model Farm. Had this district been deprived of the advantages of having such an institution, the produce raised would be much less in quantity, as well as inferior in quality. As regards the boys who were educated at this school, I wish to remark that until the present year the accommodation necessary for boarding pupils was limited. Five boarders have been educated during the past six years, one of whom entered the parent institution, Glasnevin, one emigrated, another embarked in mercantile business, and two have been conducting farms for their parents.

I wish further to remark, that the moral, social, and industrial condition of this country has been much benefited already by the system of agricultural and literary instruction afforded by the State; but how much more will the country be improved when the youth who are now scientifically instructed become occupiers of the soil themselves.

I am, Sir, your obedient servant, &c., &c.
EDWARD HOWE BURKE.

To Thomas Kirkpatrick, Esq., M.D., &c.

MARKETHILL MODEL AGRICULTURAL SCHOOL, County Armagh.

SIR, Markethill.

In answer to your circular of the 3rd instant, I beg to state that the Markethill Agricultural National School was opened in the month of March, 1844, for the purpose of imparting a combined literary and agricultural education to the children of the peasantry of the surrounding neighbourhood.

This combined education was not confined to this immediate district; but pupils from various counties in Ireland obtained admission into the institution, as agricultural boarders, and from its commencement, now a space of twelve years, the system has been found to work satisfactorily.

The small farmers of the immediate neighbourhood must have derived a large amount of useful information from witnessing the system of improved management exemplified on the farm, especially the proportionately large number of stock profitably kept, the mode of accumulating and preserving manures, and the consequent increase of agricultural produce yearly realized. It has not been found that the system of imparting agricultural knowledge in the school-room has, in any way, interfered with the literary progress of the children, as may be seen by a reference to the remarks made occasionally by visitors on the proficiency of the school.

I have not been furnished with an account of the destination of the pupils of the school, who were admitted into the Albert Institution, so that I cannot give any information respecting their progress.

I am, Sir, your very obedient servant,
JOSEPH M'KEE.

Dr. Kirkpatrick, Albert Institution.

Cahirsherkin Model Agricultural School, County Clare.

Old Church, Limerick.

My Dear Sir,

The Cahirsherkin National Agricultural School labours under so many disadvantages that I may not be able to give you as satisfactory an account as others, no doubt, can do of their schools. The contribution from the Board is, however, but little, in addition to the usual salary.

Placed in the centre of a mountain country, on a very poor soil, at a considerable elevation above the sea, and at a short distance from it; remote from any town; having no persons of a superior class of education or habits living near it, whose advice or example might stimulate or encourage exertion, I am nevertheless satisfied that it is of benefit to the surrounding district.

The cultivation of green crops has, in a great degree, been experimental, and yet many grown upon the farm would have done credit to much better circumstanced land.

The system of indoor feeding of cattle has been effectually carried out; and from a piece of ground, from which any of the neighbouring farmers could not have fed more than one cow, three cows, a horse, and some young stock are constantly maintained.

Six boys have passed from this school into Glasnevin, three of whom are there at present, and the other three have completed their course. One of the latter attained the highest place at a public examination, and is now at work on a small farm of land. The second entered the corps of Sappers and Miners, and the third is residing with and assisting his father on his farm.

Of the boys that have been employed in the industrial class on the school farm, two or three are schoolmasters in the neighbourhood; some have emigrated; but most of them are with their parents on their farms.

The other boys attending the agricultural class have been very unwilling to work upon the land, and I have not required them to do so; but many of them have acquired considerable proficiency in the theorctical knowledge of agriculture, which they carry to their own homes. Though the results are not great, yet many indications can be seen of an improved system, and the subject has excited so much inquiry, that several of the old people who reside near the school meet in the evenings to talk over agricultural subjects; and last winter they formed themselves into a Farming Society, entirely confined to small farmers, without asking assistance from any person.

The situation is so remote that I am not able to attend to the details, or afford that constant supervision which I would wish to do. The schoolmaster is, therefore, necessarily left alone to contend with many difficulties and prejudices.

I should very much regret to see the system of practical instruction in agriculture abandoned while so much remains to be done.

In the district surrounding Cahirsherkin School there is abundance of labour, and a considerable hoarded capital among the tenantry, with land capable of returning largely any outlay made upon it. There has been no want of tenure, for, until lately, most of it has been held under old leases. But what is required is skill, to make the best use of the advantages with which they are surrounded.

It is to be regretted that so many of the young men educated for agricultural pursuits should seek for employment in other channels; yet in process of time the evil will correct itself, as it becomes more evident that those who, having been so educated, had applied their knowledge to the cultivation of the land, and derived the benefits consequent thereon. The farmers will then be anxious that their sons who are to succeed to their farms should receive an agricultural education, instead of looking to it, as they now do, as a means of providing for some of the younger sons.

I am, my dear Sir, yours very faithfully,

Robert O'Brien.

Thomas Kirkpatrick, Esq.

Piltown Model Agricultural School, County Kilkenny.

Ballyne.

My Dear Sir,

There can be no doubt of the improvement in farming recently exhibited in this locality; but where so many agencies are at work to promote it, it is not easy to ascertain how much of the credit is attributable to the effect of the Model School in Piltown. The school and farm are, in my opinion, very well

Dr. Kirkpatrick

conducted by Mr. Cunningham; but on looking over the rolls I do not find that any boy educated there has since had the opportunity of distinguishing himself by the management of a farm. This partly arises from the short time the school has been in operation under the Board, and partly from the circumstances of the children, the larger proportion of whom are the sons of labourers or tradespeople. I find, however, that the boys of the industrial class are very much sought after as farm labourers, which circumstance causes them often to leave school earlier than is desirable; and some of them are frequently employed by the farmers for a time at this season, to assist in sowing green crops. It has become a common practice for farmers from some distance to visit the school-farm, and make inquiries of the master, who has, in that way, been successful in removing a good deal of prejudice, especially on the subject of ground bones and clover.

The young man who was trained at Glasnevin is now managing his father's farm near here, and has very much improved it, both by introducing better methods of cultivation, and by erecting some very well-designed farm buildings.

I am, my dear Sir, yours faithfully,

To Dr. Kirkpatrick. JOHN BLACKET.

DERRYCASTLE MODEL AGRICULTURAL SCHOOL, County Tipperary.

Derrycastle.

DEAR SIR,

It affords me much pleasure to state, that the Model Farm on my estate has been productive of great advantages in the neighbourhood. The improved system of agriculture introduced there, has been followed as far as the tenants had means, and already the greatly improved state of the surrounding farms cannot but attract attention. One of the pupils who was educated at the Derrycastle School, and who was subsequently trained at the Albert Institution, has been engaged as a land steward, and is giving great satisfaction to his employer. I think that the country would be much benefited if the agricultural schools and model farms were more generally extended throughout the country.

Believe me, dear Sir, yours very truly,

FRANCIS SPAIGHT.

Dr. Kirkpatrick, Glasnevin,
Dublin.

CORNAFULLA ORDINARY AGRICULTURAL SCHOOL, County Roscommon.

Kilduff, Tullamore.

SIR,

I can speak very decidedly, from my own experience, of the vital importance of National agricultural schools, in promoting intelligence and industry, and their almost invariable attendants—prosperity and tranquillity in their vicinity—and I have no hesitation in saying, that a true regard to the best interests of Ireland would suggest the extension of the agricultural branch of the system of National Education.

Before the establishment of the National Agricultural School at Cornafulla, the most unremitting and zealous exertions were made continuously, for upwards of twenty years, to introduce an improved system of husbandry by every artificial stimulus (apart from instruction), even to the extent of exempting land under valuable green crops from rent—all without success; but now I find, from the admirable training, and still more from the eloquent example of the agricultural teacher, Mr. Durney, every landholder in his immediate neighbourhood voluntarily cultivates green crops, solely influenced by the proved advantages thus manifested of an improved system; and besides, the district has become as exempt from the perpetration of grave crimes as it had been previously the contrary. The cavils against the encouragement by the State, of improved agricultural training in Ireland, is one of the many proofs of the erroneous application of abstract principles to legislation for this country.

Had not our industrial intelligence and prosperity been long repressed by legislation, there were now no need of compensatory legislative stimulants for their promotion.

I am yours truly,

JOHN H. WALSH.

To Dr. Kirkpatrick.

Woodstock Model Agricultural School, County Kilkenny.

Innistioge.

Sir,

I take leave to state that I have been intimately acquainted with the working of the Woodstock National Agricultural School from its commencement in December, 1851.

The school-farm was a piece of poor waste land when it came into the hands of the present teacher, but it is now a perfect model of a small holding.

The school and farm have been, and I am quite certain will continue to be, productive of the best possible results to the surrounding district. I have no doubt, from the punctual and strict attention of the teachers, Mr. and Mrs. Lynch, in their respective departments, of highly beneficial results emanating from the establishment.

I am, &c., &c.,

P. Carrigan, P.P.

To Dr. Kirkpatrick.

I regret to say that my anticipations regarding the erection of the necessary buildings at the Munster and Kilkenny farms have not been realized, and the delays which have arisen have caused much inconvenience, and retarded, or, I should rather say, prevented, proper systems of cultivation and general management being pursued on the farms; and consequently their pecuniary returns are by no means so satisfactory as they would have been under other more favourable circumstances. The agriculturists have been chiefly occupied in effecting necessary improvements—as the removal of useless fences, cleaning the land, &c. There is, I am glad to say, reason to believe, that as the necessary plans have been finally prepared and approved of, the erection of the buildings will not be much longer delayed. The new buildings at Limerick and at Temple Douglas are in a forward state, and the alterations and additions at the Bath school buildings are in progress towards completion. The land which has been rented in the neighbourhood of Belfast for the purpose of a Model Farm, in connexion with the new Belfast District Model Schools, will require much care and attention, as well as a considerable outlay of capital, to restore it to a healthy condition; but I feel perfectly confident that it will soon repay all that may be expended upon its improvement. The preparation of the plans for the requisite farm offices, &c., is pretty far advanced; and I hope, in my next Report, to be enabled to state that the buildings are in progress of erection. A Model Agricultural School has been established at Esker, in the county of Galway, under the patronage and owing chiefly to the untiring and benevolent exertions of the Rev. Dr. Smyth. The farm, which is in connexion with the Esker National Male School, contains nearly 200 acres of land of varied description and quality, and well suited for the purposes of a school farm. It has been placed under the management of an intelligent and well qualified agriculturist; and I entertain confident hopes, that when the land is brought into a proper state of cultivation, and the farm-offices completed, great benefit will be conferred upon the agricultural community of its district, as well as the pupils in attendance at the Esker National School.

The Templemoyle Model Agricultural School, which was recently placed in connexion with the Commissioners of National Education, was originated by the members of the North-west of Ireland Farming Society, in the year 1826, when, "at a meeting of that body, it was considered by many of the enlightened members then present that a much more extensive good would accrue to the public, if, in addition to the ordinary means employed for the improvement of agriculture, a

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick

school were established, in which the sons of farmers would receive a substantially good English education, and also be instructed in the scientific and practical knowledge of farming pursuits." In addition to the liberal subscriptions of the members of the North-west Farming Society, by which the institution was at first established, and continued for many years to be chiefly supported, handsome donations were made by the Honourable the Irish Society, the Irish Peasantry Society, the Worshipful Companies of Grocers, Fishmongers, Drapers, Mercers, and Cloth-workers.

The Templemoyle Seminary, like the Albert Institution, has called forth the warmest encomiums from different writers from every part of the world; it did not escape the discerning eye of the late illustrious American, Henry Colman ("*European Agriculture*," page 203), nor the able pen of Miss Martineau; but the best account of its origin, objects, and working, is that given by Captain Portlock, R.E. (who was for some time a member of the School Committee), in his invaluable work, "*On the Geology of the Counties of Londonderry, and of Parts of Tyrone and Fermanagh.*" In the chapter on Agricultural Schools, (page 710), the distinguished author says :—

"At a time when the most able chemists and physiologists are endeavouring to elucidate the principles of agriculture, the importance of imparting to practical men a knowledge which would enable them to co-operate in such researches is strongly felt, and hence the growing frequency of agricultural schools. Professor Daubeny (Agricultural Journal, vol. iii., page 364) gives a brief account of several establishments, both continental and British, in which scientific and practical information on agriculture are combined; but in speaking of Ireland, he cites only the Model Farm of the Board of Education, and makes no mention of the only distinct agricultural school which, until recently, Ireland possessed. This omission will be here supplied by an account of the Templemoyle School, together with a brief notice of similar institutions either projected or formed anterior to the present increased knowledge of the subject.

"*Templemoyle Seminary.*—Intimately connected with the interests of the country is an institution, the object of which is to spread the knowledge of agricultural science amongst those whose lives are destined to be passed in the labours of cultivating the land; inasmuch as it is now universally acknowledged, that although the first steps in this, as in every other practical art, have been made like those of the infant, by repeated trial and without reflection, yet to move forward in a steady and improving course towards more complex and productive results requires that the mind should be called in to compare and weigh what has been done, and to establish, by a union of the results of experience with the anticipation of theory, a system equally removed from the first crude attempts of uneducated man, and from the mere speculations of the unpractised theorist. The effectual mode of attaining this object is by giving scientific instruction to the practical man, and thereby making him acquainted not merely with results, but with the causes which have led to them, as he is thus enabled to discover the probable means of diminishing or augmenting their influence. For this purpose the Templemoyle School was founded; the system of the celebrated institution of M. Fellenberg, at Hoffwyl, in the Canton of Berne, in Switzerland, having, as far as practicable, been followed in its establishment."

The annual grant which it now receives from the State, through the Commissioners of National Education, is enabling the local Committee to render their noble establishment still more efficient in promoting the agricultural progress of the country; and as the circumstances under which the institution was placed in connexion with the Board of National Education may prove interesting to the public, I shall allow the Committee to enumerate them in their own words :—

"For nearly twenty years Templemoyle continued to be the only agricultural school in Ireland; and up to May, 1850, had received and educated 802 pupils, from forty-two different counties, embracing England, Scotland, and Ireland; showing not only its great utility, but the high public estimation in which it has, ever since its commencement, been held—the number of pupils at any one time varying from 50 to 70, or the school being generally full.

"The original capital subscribed by the shareholders having been almost all expended in the necessary building and farming stock, the institution, for the first quarter of a century, continued to be self-supporting.

"This flourishing condition continued up to the period of the potato failure in Ireland, shortly previous to which time, from the increased number of pupils, and the numerous applications for admission, the Committee were obliged to enlarge the building, in order to provide necessary accommodation; they also, at the same time, added an hospital, and a residence for the head farmer, which improvements absorbed all their available capital.

"The effects of the famine years, and the large emigration that followed, began to tell rather seriously upon the prosperity of the school. At the same time, the increased price of provisions rendered it impossible to maintain and educate boarders at the low price of £12 to non-subscribers, and £10 to subscribers. The Committee were, therefore, not anxious to fill up vacancies as they occurred; and at the end of 1834, even with a diminished number of pupils, the establishment was found to have suffered a severe pecuniary loss.

"Other and more weighty influences were also at work, destined in due time materially to affect such an institution. The National Board of Education had been for some time perfecting the plans of Government for diffusing through Ireland industrial and particularly agricultural schools; and these, carried on under a plan of almost perfect supervision, aided by Government funds, displayed much greater efficiency than could possibly be expected from the management of a Committee of country gentlemen, however patriotic and well intentioned. Many of the Government schools being also nearer to the homes of those requiring instruction, and at the same time offering the attraction of lower terms, and greater rewards for merit, naturally drew away many young men who would otherwise have been pupils at Templemoyle.

"The Committee, therefore, considering that this school was founded, not with any selfish or exclusive design, but entirely for the benefit of the country, thought it wiser, instead of remaining an independent, and what might almost be deemed an opposition establishment, to place themselves at once in connexion with the National Board of Education, and give the pupils of Templemoyle an opportunity of participating in the fostering care of a paternal Government.

"A communication was therefore opened with the Commissioners of National Education during the last year; and the kind and liberal feeling displayed by them in at once receiving this school into connexion with the Board, and endowing it with funds to enable it to hold out the same advantages to its pupils as other Government schools, giving it the able supervision of the literary and agricultural Inspectors of the Board, and yet leaving its sole management, as previously, in its Committee of proprietors, cannot be too highly appreciated by the public.

"The Committee now turn, with feelings of great satisfaction, and perhaps a little honest pride, from a retrospect of the services conferred on society in past times by this solitary and unaided institution, to hail the day when the principle of moral and industrial training, on which it has become so universally acknowledged and adapted, and to rejoice in the more fully developed and extended utility to be expected from the school, as forming part of a great National system.

"It will, so long as it stands, bear witness that, at a period when there was no Government aid to assist and encourage those who sought to benefit their country by establishing industrial schools, the landed gentry of the North of Ireland established, out of their own private funds, and for above a quarter of a century, maintained this, the first agricultural school of their country.

"The gentlemen of Ulster were somewhat before the Legislature in their perception of the requirements of the age; but the time having now arrived when their labours are acknowledged and appreciated by the State, their being connected with, aided by, and aiding in the National education of the country, is alike honourable to themselves, and to the Commissioners conducting it.

"Some of the shareholders of Templemoyle did, it is true, object to connexion with the National Board; they did so, indeed, from purely conscientious motives, and generously offered again to subscribe if sufficient funds could be raised to enable it to resume its character of self-maintaining independence. The majority, however, decided upon assuming the present position, because the very fact of a further subscription being necessary, gave the negative to its capability of self-support, under unforeseen circumstances. They judged, also, that as part of a great system, the school would have its advantages to the public materially and permanently augmented. That they were not deceived in their opinion, the improvement and increased efficiency of the school, even during the last few months, abundantly testify. The present Committee can, therefore, with confidence, leave it to the public who are the gainers by the change, to judge of and appreciate their motives. Indeed it is hoped that many, who at first

were opposed to connexion with the National Board of Education, having witnessed the resulting good effects already apparent, will be reconciled to the measure."

Dr. Kirkpatrick

I am happy to say that both the literary and agricultural departments of the Templemoyle Seminary are now in a most efficient state; and in an interview which I lately had with Sir Robert A. Ferguson, Bart., M.P., of whom Captain Portlock remarks—"Whilst the Seminary has many warm and active friends, none have more advanced its interests, by personal care and anxious zeal," I was much gratified to find that happy results are already emanating from its being placed in connexion with the Board. To its excellent Honorary Secretary, Pitt Skipton, Esq., much is due for his untiring and valuable labours. The Report of the able agriculturist, Mr. Campbell, will be found in the Appendix, as also the terms of admission of pupils, &c.

*Ordinary Agricultural Schools.**—Of this class of schools very favourable reports in general continue to be received. The Statistical Table gives a satisfactory view of the pecuniary advantages which the teachers derive from the farms. In this class of agricultural schools the elementary work of agricultural instruction is fostered, and many of the young men who distinguish themselves at the Albert Institution come through a regular gradation from, 1st, the Ordinary Agricultural School; 2nd, the Model Agricultural School, in which they spend a year or two as resident agricultural pupils, and finally are admitted into the Albert Institution, where they are boarded, lodged, and instructed, gratuitously, for the space of two years; but during that period about two-thirds of their time are devoted to out-door work, and the remainder to ordinary literary and agricultural studies.

In the training of youths in agricultural pursuits, the teacher himself must set an example of earnest industry; and it has been pleasing to me to witness many a hard working and intelligent schoolmaster putting his shoulder to the work, and thus practically teaching his young pupils the use of the spade, shovel, and hoe. Mr. Flynn, teacher of the Kildinan Ordinary Agricultural School, depicts his stewardship, and then gives a sample of the difficulties which are very generally encountered by the teachers of agricultural schools:—

"I have always," says Mr. Flynn, "acted in the joint capacity of instructor and workman, feeling that it is impossible for any one to direct others properly unless he can give an example by taking part in the several operations of the farm. This course is not only necessary as regards the farmer, but of almost all other employments; and the industrial lessons impressed upon the pupils of agricultural schools by precept and example, lay the foundation for greater usefulness in afterlife. The difficulties which teachers of agricultural schools, as in my case, have to encounter, are but too frequently of a serious character. Their lots are very generally cast upon a few acres of either mountain, bog, or land exhausted of its fertile properties by the successive grain cropping of their unskilled, and, too frequently, indolent predecessor; and several years must, consequently, elapse before the school farm can be made to yield a profitable return."

The following statement, submitted to me by Mr. Durney, teacher of the Cornafulla Ordinary Agricultural School, is illustrative of the beneficial results arising from the system of agricultural instruction carried out by the Commissioners:—

"I am happy to state, that several of the boys in the agricultural class have made such proficiency in the knowledge of improved husbandry as to enable them to introduce and carry out improvements in the holdings of their parents, and have thereby removed prejudices of long standing, and demonstrated the disadvantages of the old methods of culture and cropping. The boys of the

* In the Appendix will be found "Directions for obtaining Aid to Ordinary Agricultural National Schools."

'Industrial Class' have given me much satisfaction during the past year. The habits of order, steadiness, and assiduity acquired by them have attracted marked attention. One of them went to England, and by good conduct, and the knowledge acquired in this school, was enabled to support a widowed mother. Another was employed as assistant-gardener in a gentleman's garden in this parish. I am firmly convinced, that when such classes are properly organized, and continue in active operation for a sufficient length of time, the benefits, both to the conductors of agricultural schools and to the pupils themselves, will be very great. From the voluntary communications of several parties I am enabled to state, that the agricultural improvements introduced, and progressing in this and some of the neighbouring parishes, have been influenced and promoted by the example presented by my system of farm management. Testimonials on this head, from resident proprietors, similar to those which accompanied my former reports, could have been procured for the past year, but I considered it unnecessary to extend my report by their insertion."

It is very gratifying to find that very many of the school-farms have proved instrumental in extending the cultivation of green crops. In the Report on the Drumkerl Ordinary Agricultural School it is stated, that "at the time the school was established, no small farmer within a circle of two miles cultivated more than ten or fifteen perches of turnips, or any other green crop; but now it has extended to half acres, which is attributable to the children who received agricultural instruction in the school having induced their parents to grow that excellent crop."

The following remarks from the Report on the Feakle Ordinary Agricultural School deserves particular attention, as the school-farm has attained its present condition under very unfavourable circumstances:—

"It is gratifying to me to be enabled to state that the appearance of the school-farm, at present, is so very different from what it was when it first came into my possession; it is now looked upon as a real model for the imitation of all the small farmers in this locality, many of whom, I am glad to say, are following my example, and profiting by the instruction which I am, on all occasions, willing and ready to impart to them. The farm, which contains about five and a-half acres, is now capable of supporting three cows, three calves, and two pigs from the produce raised upon it, with the addition of about two tons of purchased hay. I had no occasion to purchase manure of any kind, having strictly and diligently adhered to the system of placing an abundance of dried peat mould behind the cows to absorb the liquid, which, on being removed to a suitable place, is covered with dry earth, peat, or road scrapings. By this means a valuable manure is preserved, which is otherwise too frequently lost, and I thus frequently have as much manure to spare as gives a top-dressing after the first cutting of clover and Italian rye-grass. I have no hesitation in asserting that much good has been effected by the example set by this small farm. It is a rare occurrence to see a farmer taking two grain crops in succession off the same field. Vere Foster, Esq., who visited the school and farm, in June, very kindly presented me with a number of valuable farm implements as a mark of his approval of the progress made since his former visit."

Of successful school farming a good illustration is presented in the case of the Garryhill Ordinary Agricultural School, on Lord Bessborough's estate. The teacher reports:—

"The degree of success which has attended my labours on the school-farm, during the past year, has been a source of much gratification. My green crops were most luxuriant; and as regards the success attendant upon my system of farm management, the best evidence I can adduce is the fact, that the judges of the Idrone Farming Society awarded to me two medals—one for the best managed farm, and the other for the best cultivated root crops. The small farmers of this locality pay particular attention to the course of cropping and general management pursued on the school-farm; but the improvement in agricultural matters, which is so evident, is promoted in a great degree by the aid afforded by the Earl of Bessborough to his tenantry."

The following extract, from the Report of the teacher of the Kilinagh Agricultural School, exhibits the good effects of instruction, and

APPENDIX I.

I. Reports on Agricultural Schools.

of the paternal care of a proprietor who feels that property has its duties as well as its rights :—

Dr. Kirkpatrick

"It is most gratifying to be enabled to state that the agriculture of this locality has unmistakably improved during the last few years. The cultivation of green crops is extending, and more care and attention are bestowed on their culture than was heretofore the case. The winter-ploughing and digging of land are becoming more generally practised, and many of the neighbouring farms are beginning to assume a neat and orderly appearance. But the effect produced by the example of improved husbandry exhibited on this farm is greatly aided by the exertions of the patron, C. French, Esq., to promote the social comfort and happiness of his tenantry. His annual supervision of the small farms, together with the premiums awarded by him for the best crops, live stock, permanent improvements, &c., by exciting emulation, gives a great stimulus to industry and agricultural improvement."

I could cite numerous other cases to show the creditable position of this unpretending class of agricultural schools, but I am anxious to confine this report within the narrowest possible limits. The sub-agricultural inspectors and myself have been much pleased with nearly all the schools of this class, and the local managers and patrons in their various localities have also expressed themselves in very favourable terms as to their efficiency, &c.

Workhouse Agricultural Schools.—All who properly estimate the manifold and paramount advantages of the efficient training—moral, literary, and industrial—of the pauper boys in the workhouses of this country, must appreciate the efforts which are being made—and I rejoice to the say, successfully made—for rendering them intelligent workmen, and, consequently, useful members of society. In those workhouse schools which are in connexion with the Board of National Education, and which have land attached to them, the heads and hands of the young lads are being efficiently educated—the hands to the mechanical art of tillage, and the head to the elementary branches of applied science which throw light on the labours of the husbandman. There are numerous instances of superior farm servants being turned out from these institutions yearly, and the accounts which are received of their after conduct is, in general, highly satisfactory. In my tours throughout the country I have been very much struck with the luxuriance of the crops raised by juvenile pauper labour on the little farms attached to the Workhouse National Schools. It is, no doubt, true, that the employment of spade labour, and an abundance of manure are in favour of the agriculturists who have the management of the land; but notwithstanding these favourable circumstances, the results are highly creditable to many of them. Mr. P. O'Brien, Agriculturist at the Athy Workhouse, exhibited, at the Royal Dublin Society's Show of Farm Produce, several specimens of the crops grown on the farm attached to the workhouse schools, which attracted considerable notice; and at the same show, Mr. Casey, the Agriculturist to the Board of Guardians of the North Dublin Union, took six prizes; and his mangolds were amongst the best of those contributed by the Royal Dublin Society, to the Christmas Show of the London Farmers' Club.

The practical results to which I have alluded, as arising from the agricultural training in the workhouse schools, is shadowed forth in the report of Mr. Bogle, the intelligent master of the Ballymoney Workhouse. Mr. Bogle says:—"I have great pleasure in being able to state, that the conduct and attention of the boys have been, in general, satisfactory; and I am of opinion that the instruction given to them during the time they remain in the workhouse, is of great service to them in afterlife, as they generally turn out to be good farm servants;

and the demand for them as such, by the farmers throughout the union, is still unabated." The same is also well shown in the remarks of Mr. Hawkins, the late able and intelligent agriculturist at the Enniscorthy Workhouse. Of juvenile pauper labour, when well directed, Mr. Hawkins says:—

"After having spent seven years in the management of this farm, I may be permitted to congratulate myself on having proved to the guardians, rate-payers, and visitors, the great advantages of pauper labour properly applied. Those who have seen the farm when I took charge of it, and who will contrast its appearance then with its present state, must acknowledge the fact, that careful and improved agriculture is worthy of all the encouragement given by the Commissioners of National Education towards its advancement; besides, the great advantage accruing to the country from the instruction of those poor destitute children who could have no other means or opportunity of acquiring it. On the Enniscorthy Workhouse School Farm the national system has proved entirely successful; the boys exhibit such activity and intelligence in doing their work, that the rate-payers and guardians took them out of the workhouse before they reached the age of fifteen years."

Although a considerable increase in the number of Workhouse National Agricultural Schools took place in the course of the year, yet it is probable that, owing to the gratifying fact of the great decrease of pauperism, schools of this class will soon become less numerous.

School Gardens.—In former reports I dwelt upon the nature and objects of this class of schools. The Glasnevin National Industrial School Gardens continue to be managed with much care and attention. The boys' allotments, six in number, are held and cultivated by pupils whose conduct and proficiency in their literary studies entitle them to this mark of favour. Each boy is charged a rent for his allotment, which contains about eleven perches, statute measure, and he provides seeds, plants, and manure; and the accounts, which are most accurately kept, and as accurately examined, show an *average* profit of rather better than £2 to each boy, for the labour he has expended upon the cultivation of his little crops. The garden department of the Piltown Model Agricultural School also continues in an efficient state, under the fostering care of Lord and Lady Bessborough.

The Loughglyn National School Gardens, in the county Roscommon, under the patronage of Mr. and Mrs. Strickland, promise to be eminently successful in combining practical with scholastic education. Towards the close of the year Mr. Baldwin, on my suggestion to the resident Commissioner, was sent down to make a special report on the annual exhibition of garden produce raised by the pupils of the Loughglyn National School, and I feel that the following extracts from his report, which appeared in No. X of *The Journal of the Albert National Agricultural Training Institution*, will not only be read with much interest as regards this particular school, but also as showing, "that by such a joint system of in-door literary and out-door practical instruction, the boy acquires quite as much book knowledge as if, contrary to his natural impulse, he was confined for the whole time within the school; and, in addition, the habit of finding pleasure in profitable industry." The report is prefaced with the following account of the origin and nature of these interesting schools, by C. Strickland, Esq., the manager:—

"'A few years ago (says Mr. Strickland, writing in February, 1851), a small beginning was made by inducing the elder girls to make little flower plots around their own houses. A feast was given to them in summer, and premiums awarded to those who could show the best nosegays, and to those who had kept the neatest gardens. In the beginning of 1847, when the failure of the potato turned all attention to the production of other crops to serve as food for the people, efforts were made to introduce the cultivation of vegetables as well as

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick

flowers, and to enlist the boys as well as the girls in the work. About forty children of each sex made an attempt that year; they obtained from their parents a piece of ground near the house. Seeds of the ordinary garden vegetables were supplied to them gratis. The schoolmaster undertook to visit each garden periodically, for the purpose of superintending the sowing of seeds, &c. Many, of course, failed from their utter ignorance of the necessary mode of cultivation, and from the wet state of the land. Many other crops never came to perfection from pilferings; but from fifteen to twenty had something to exhibit at the little vegetable and flower show in August. The following year, those who had failed were encouraged to try again, and those who succeeded, to make fresh efforts. Seeds were given again at a low price; they were wasted when given gratis. The girls attended to the flower plots, and the boys to the vegetable allotments. Finding it impossible for the master to attend to all the applications made to him by boys to give instructions at their homes, a piece of ground adjoining the school was made into a small garden last year, to be under his care, and where he could collectively instruct them.'

"The number of the boys' allotments at present is twenty, and of the girls' flower plots, seven. The majority are in the village of Loughglyn, which is only a few minutes' walk from the National School and Model Garden: the average distance exceeds an Irish mile. The boys' allotments contain a seasonable supply of garden vegetables, and are cultivated in a very satisfactory manner. The little flower gardens, which are generally tastefully divided and well cultivated, contained very good specimens of fuchsias, dahlias, and several other plants too numerous to particularise. In every instance the parents of those children whose allotments I visited, felt a pride in eulogising the manner in which the children employ their evenings and mornings; and they subsequently told me of the substantial advantages they had conferred upon them. The example of the young lads has led to an extension of the system, which, under the guidance of the teacher, has been found profitable. There is an appearance of comfort and tidiness about the grown-up boys and girls which the most casual visitor cannot fail to observe. The industry and thriftiness of the boys have forced themselves upon the parents; while the refinement consequent on the care and management of the flowers, together with the instructions afforded to the females by Mrs. Strickland in needlework and other useful branches of household economy (and which have proved remunerative), are most prominently seen in and about the cottages, into several of which I was invited by both parents and teacher. I was so much struck with the first allotment I visited that I give it a special notice. The boy's garden was in excellent heart, and contained large and healthy vegetables. The system of interlining or double cropping was judiciously adopted; and the parts off which heavy crops had been removed, stood thrown up into bold drills for the winter. The flower garden would do credit to an amateur with limited means. I could not help thinking, as I looked upon the well grown and valuable vegetables, and the shrubby fuchsia in the centre of the flower plot, which was surrounded by dahlias, that if our landed proprietors would follow the example of the worthy residents at Loughglyn, a refined taste would spring up with the growth of the rising generation, and their comforts would be vastly enhanced. * * *

"I accompanied Mrs. and Mr. Strickland and a few visitors to the schoolhouse, to examine the specimens of vegetables exhibited.

"The onions were excellent. Several lads showed very fine carrots, parsnips, and turnips; while all had good cabbages, &c. The following is the list of prizes:—

"First.—For the best collection of vegetables—a good garden spade; awarded to Andrew Moran.

"Second.—For the second best collection of do.—a spade; Thos. M'Nulty, jun.

"Third.—For the third best do.—a hoe; Daniel O'Connell.

"Fourth.—For the fourth best do.—a rake; Francis Lafferty.

"The list included, in addition to the above, a pig for the best kept garden; a spade for the second; and a hoe for the third.

"The adjudication of the latter prizes was unavoidably postponed. * * *

"I felt, as I gazed on the intelligent countenances of those tyro gardeners and farmers, that the graceful, unaffected, and truly philanthropic manner in which Mrs. Strickland handed their well-contested awards to the successful exhibitors, must have produced a most salutary effect not only on the recipients, but on those also who were unsuccessful. It was calculated to stimulate a desire to excel, as well as a spirit of self-reliance; and at the same time to inculcate the important lesson, that industry and skill bring their reward. To use the words of Colman, 'they became themselves for the time being; they had a feeling of independence which nothing else but a sense of working for themselves can give.' * * *

"A calm and disinterested inquiry has fully convinced me that these school gardens are full of interest to the community at large, and that the most gratifying results have emanated from them in the locality. A *bona fide* profit of more than £4 per annum has been realized on each of several allotments. The thirty-six boys who cultivate their home allotments are receiving a sound English education, supplemented by a special kind of training, which combines an aptitude and handiness at manual labour, with such an amount of theoretical instruction as will enable them to understand the leading principles of the art of culture, and to increase the income and comforts of their parents. Each works under the respectable and efficient teacher, Mr. Fallon, on the *school* garden; while the latter pays as many visits to the home allotments, during the year, as he may consider necessary. He is responsible for the cropping of those allotments to Mrs. and Mr. Strickland, and to the Commissioners of National Education. It is a most significant fact, too, in connexion with this school, that all the boys attending it share in its general usefulness. The number on the rolls, for the year ended 30th September, 1855, was 110; and the average daily attendance for the same period, 52. They all occasionally receive agricultural instruction in the school, and are so employed on the school garden as to see this instruction reduced to practice. I may, therefore, conclude that the good results likely to emanate from this school elude the eye of the statistician. The facts before us, however, enable us to form a tolerably correct opinion on the subject. The prizes have done much; the habits engendered, and the knowledge of 'common things' acquired, are inestimable.

"The first prize has proved, at once, a stimulus to all, and a bonus to the winner. In every case, too, the lads have been usefully employed during hours which would otherwise have been spent, perhaps, in idleness, or acquiring some vicious habits; habits of patient industry have been laid at the proper season of life; habits of order and economy have been fostered at the very time when such habits, or the opposite, are sure to be developed; the intellect and the hands taught to afford each other mutual aid; the table receives a plenteous supply from the well grown carrot, the highly-manured turnip, or the luxuriant broccoli or cabbage; a pig is now kept where none could be maintained before, or an additional pig or two are now seen along with the usual number. The boys of the village of Loughglyn continue longer at school than they would otherwise do; and the consequence is, that the standard of education has advanced in a most remarkable manner.

"The system followed at Loughglyn should be widely extended. There is not a National School in Ireland, situated in a rural district, to which a school garden or farm could not be attached; and from which the same good results would not emanate if properly conducted. I know that there are many affluent country gentlemen in Ireland most anxious to co-operate in every movement for improving the social condition of their fellow country people; but being already, perhaps, much engrossed in important business, they think that the establishment of one of these schools on their estates would entail more time than they could command. This is a mistake; in many instances their patronage is all that would be required. I had an opportunity of forming a tolerably correct estimate of Mr. Strickland's engagements. They are numerous and onerous; and yet he and Mrs. Strickland find ample time to attend to the interests of the Loughglyn schools. They would seem to me to feel that 'the improvement of mankind is destined, under Providence, to advance in proportion as good men feel the responsibility resting on themselves as individuals."

Captain Portlock, in the able work above referred to, makes some valuable remarks on *horticultural schools*—alludes to the deficiency of vegetables, flowers, and fruits, which characterizes the husbandry of Ireland; and earnestly points out how very desirable it is to enforce the importance of remedying it, by adding to the ordinary tuition of schools instruction in horticulture. The foregoing extracts from Mr. Baldwin's report show very clearly, that to the children of cottagers attending a daily school, such training and instruction as are imparted at the Loughglyn National Schools would be inestimable, and gradually introduce much comfort in the produce of the kitchen garden; and an "improvement of taste by the cultivation of flowers, which is one of the simplest and most philosophical modes of refining the human character." "Such schools," to use the emphatic words of Captain Portlock, "are within the power of every proprietor, and should, therefore, generally supersede the merely literary or book-learning schools."

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick

Albert National Agricultural Training Institution.—The Albert Institution has now assumed such magnitude and importance, that a short sketch of its working seems again called for. The teaching power, so to speak, is as follows:—There are two first-class teachers, who have established for themselves a high character in the literary department of the system of National Education, and whose duties consist in communicating instruction for about five hours each day, on five days of the week, in the usual branches of a sound and extensive English education, including book-keeping, mathematics, surveying, levelling, &c., &c.* The two agriculturists, who direct and carry out all matters connected with the farming operations, management of the live stock, and who superintend the pupils at their out-door work, are required to constantly afford the class information on any point of importance that presents itself. An intelligent and well qualified gardener, who has the management of the fruit and kitchen gardens and of a small range of glass, is required to direct and superintend the pupils, when engaged in their turn at gardening work, and to impart such practical instruction as will give them a knowledge of gardening, which may be turned to profitable account by them in afterlife, whether acting in the capacity of stewards and gardeners, or farming on their own account. In addition to this *practical* training in gardening, Mr. Campbell, of the Church Hill Nursery, who is well known in the horticultural world, gives two courses of lectures, yearly, on the several branches of his profession.

In my last report I entered pretty fully into the subject of the lectures delivered at the Albert Institution, by Messrs. Hodges, Sullivan, and Moore;† but, owing to some changes in the officers at the establishment, which had only recently taken place, I deemed it advisable to postpone making any observations on those to be given, exclusively, on agricultural subjects. I now beg to submit the following particulars, on this important branch, of the course of instruction imparted at the Albert Institution.

Mr. Donaghy, who, as you are aware, discharged the *combined* duties of agriculturist and lecturer, being removed from Glasnevin, and appointed a Sub-Agricultural Inspector, rendered it necessary to procure a successor; and advertisements were consequently inserted in the different leading agricultural journals, announcing that the Commissioners required the services of a person competent to discharge the combined duties of agriculturist and lecturer on agriculture. Out of the large number who sent in their applications and testimonials, there were but very few who had ever attempted lecturing; and on full consideration of all the circumstances, it was resolved upon by the Board to appoint Mr. Brogan—a young man of superior abilities—who had not only been educated under the Commissioners, but who had also discharged the responsible duties of agricultural teacher and Sub-Agricultural Inspector to their entire satisfaction. In the course of a few months, Mr. Brogan resigned the situation, and I then submitted certain arrangements for the consideration of the Commissioners, relative to the future management of the Albert Model Farm, and the lectures to be delivered on agriculture. Experience had shown me that it was all but impossible to have the combined duties of lecturer and agriculturist efficiently discharged by one individual. The general

* The school has an ample supply of all the necessary appliances, such as globes, maps, diagrams, philosophical instruments, &c.

† A synopsis of the course of lectures delivered by the professors is given in the Appendix to this Report, and also the "Prospectus of the Albert National Agricultural Training Institution."

management of the farm and live stock, and the superintendence of so large a class of pupils, and their practical training at the various operations, were as much as one person could properly attend to. And again, it is generally admitted that but few possess those qualifications which are so essentially necessary to constitute a successful lecturer. Accordingly it was decided upon by the Board, that the situation of agriculturist, on whom the practical training and the essential attainments of the pupils devolved, should be made distinct from that of lecturer, and that a person should be selected for the latter office who had shown that talent, and was possessed of those peculiar qualifications which were likely to render his instructions profitable to the pupils.

The persons appointed by the Commissioners, on my recommendation, to the situations of *Agriculturist* and *Lecturer on Agriculture*, are Mr. William Boyle and Mr. Thomas Baldwin; and I now feel called upon to state—more, indeed, for the information of the public than that of the Board—the opportunities they have had for qualifying themselves to fill the important situations with which they have been honoured by the Commissioners.

Mr. Boyle, who is the son of a farmer in the county Donegal, after receiving a good education at a National School, spent a year at the Cloghan National Agricultural School; and having succeeded, at a public examination, in obtaining a scholarship on Lady Bunbury's Foundation, in the Loughashe Model Agricultural School, was admitted there, where he remained for twelve months, and at the expiration of that period he entered as an agricultural pupil at the Glasnevin establishment. When a year and ten months at the latter institution, he was engaged as land steward by Chief Justice Monahan; and the annexed copy of a certificate,* which he received from that gentleman, shows the extent and character of the duties which devolved upon him, and the manner in which they were discharged. He was subsequently appointed as the Board's agriculturist at the Derrycastle Model Agricultural School, and from thence promoted to the situation of steward, and finally to that of agriculturist, at the Albert Model Farm.

Mr. Baldwin, like Mr. Boyle, is also the son of a farmer, and received his early education at a National School in the county Waterford. His assiduity in his various studies when at school, and his general intelligence and attainments, attracted the attention of E. Sheehy, Esq.—then Literary Inspector in that district—who made application for his admission as an agricultural pupil into the Glasnevin establishment, which was at once sanctioned. When about ten months at the Glasnevin Institution, the situation of teacher and clerk became vacant, and, on the recommendation of Mr. Donaghy and myself, he was appointed to it. His success, inexperienced as he was—having never spent a day as a school teacher—gave much satisfaction. His duties were to superintend and assist the young men at their agricultural studies, and to lecture to them about an hour and a half

* "Mr. William Boyle lived with me, as land steward, three years and a few months. He had the entire management of a farm containing between 400 and 500 acres. He is perfectly correct in every particular. I am obliged to part with him in consequence of having set the farm. I can, with perfect confidence, recommend him to any gentleman requiring his services. He is an excellent accountant, and quite able to manage a property set to tenants. I will feel great pleasure in giving any further information to any gentleman wishing to engage him.

"Fitzwilliam-square, Dublin, "James Henry Monahan.
"20th October, 1853."

Dr. Kirkpatrick

each day on such literary and scientific subjects as were considered best calculated to extend their knowledge; and to act as clerk and statistician under Mr. Donaghy. On the opening of the Albert Institution, and increase of the number of pupils, the time for literary study was extended, and a second teacher appointed to give instruction in English grammar, geography, history, &c., Mr. Baldwin principally confining himself to mathematics, mechanical philosophy, &c. The success which attended his labours in this capacity, was alike creditable to himself and beneficial to the establishment.

During Mr. Baldwin's long stay at Glasnevin, he had daily opportunities of seeing all the *practical* details in the management of the farm, and at the same time, by the facilities afforded by the library of the institution—the lectures delivered there, and those, also, which his zeal in the attainment of knowledge induced him to attend at the Royal Dublin Society—he acquired an extensive knowledge of the science and practice of agriculture. The testimonial—of which I annex a copy—which he received from Mr. Donaghy, who had ample opportunities of, and was very competent to form a correct estimate of his abilities and attainments, had great weight with me in recommending his appointment as lecturer on agriculture at the Albert Institution; and I am happy to say that, for so far, my expectations have been fully realized.*

I alluded in my last Report to the establishment of a small farm, of about twenty statute acres, in connexion with the Albert Institution, which may be called an example farm for the small holders of this country, which will be conducted quite distinct from the larger one. I beg to submit the following remarks on the qualifications of Mr. James Smith, who has been appointed as its manager. Mr. Smith was educated at the Larne National Agricultural School, and after undergoing the usual course of agricultural training at the Glasnevin establishment, was appointed the Board's agriculturist at the Dunmanway District Model Agricultural School, in the county Cork; he was subsequently promoted to the management of the Ballymoney National School farm, in the county Antrim, and recently to the situation, above alluded to, at Glasnevin, where I confidently expect he will give the same satisfaction, in the discharge of his duties, as he did in the other situations which he held under the Board.

From the above statements it will be seen that, in the department of practical agriculture at the Albert Institution, the Board have now the services of three well instructed, intelligent, and respectable young men, who have been educated, I might say from infancy, in their own establishments. Two of them have had considerable experience—especially Mr. Boyle, as is shown by Chief Justice Monahan's certificate—

* "During the period that Mr. Baldwin was connected with me, he performed the business committed to his care with great assiduity and zeal, and, consequently, with most important beneficial results to the interests of the establishment; whilst, at the same time, he attended my lectures on agriculture most sedulously, and pursued a course of very close study in relation to general literature. He has thus acquired an extensive knowledge of both practical and scientific agriculture, embracing, as regards the former, all the usual operations of the farm, and, as regards the latter, the theoretical principles of the most recent improvements. I consider him to be a young man of sober, industrious, and persevering habits; of great natural talent and ability, and of the strictest honesty.

"JOHN DONAGHY,
"Superintendent of the Glasnevin Agricultural Establishment, (now the Albert National Agricultural Training Institution).

"Glasnevin, May 19, 1855."

in the practical details of farming, and are, therefore, well able to conduct the farming operations, and likewise to give useful instruction to the pupils, which they do in the form of what may be called "*clinical*" lectures, on two nights in each week, on the various works which have been performed by the pupils, during the preceding days, and on all the ordinary farm transactions which the pupils are required to record in their diaries. The third, as I have already shown, is a young man of superior abilities, well versed in agricultural literature, and all the collateral sciences, and possessing, in an eminent degree, as I have had the most ample opportunities of knowing, *the greatest facility of imparting his knowledge to others*, and thus well qualified as *Lecturer on Agriculture.*

The Commissioners may feel justly proud of the valuable services rendered to the cause of National education in this country, by young men from an humble sphere of life, whose chief, if not only education, was that obtained at the Board's seminaries; and in the agricultural branch of the system, I have now adduced the cases of young men (and, I am happy to say, that there are *very many* such), which must be peculiarly gratifying to the Commissioners, as proving that their system of agricultural education, as well as their literary, is bringing out that talent, which otherwise might have lain dormant and inactive, but which is now exercising a happy influence in diffusing knowledge, industry, prosperity, and rural happiness amongst the great mass of the people.

The farm attached to the Albert Institution, which contains 179A. 2R., statute measure, is managed on the most improved and correct principles; and you are aware that *all* the labour is done by the pupils, who have the advantage of a well assorted collection of implements and machinery, and with the use of which they thus become familiar. It is almost unnecessary to remark, that the fact of the entire farming operations being performed by the pupils, gives them that *practical* knowledge which is so desirable and necessary. It may, at first sight, appear that the most judicious course of management to be pursued is that which would realize the largest pecuniary returns from the land; but a little reflection will prove that the primary and essential object is, to inculcate, exemplify, and practise such rotations of cropping and general farm management as will be generally applicable throughout the country. Various rotations are followed for the purpose of exemplifying the order, &c., of cropping, and the cultivated crops are grown in regular and proper proportions, without any reference to our proximity to the Dublin market, where, for instance, a large supply of kitchen vegetables would realize a large profitable return, and thus enable us to meet the rent of the land, which, owing to its situation, is extremely high.* And, again, it is to be borne in mind, that about ninety acres of the farm have yet to be thorough drained, and otherwise improved, and until this be effected, the productive powers of so large a portion of the land will not be properly developed, and, as a necessary consequence, it must for some time be less remunerative than it would otherwise be.

The circumstance of our instituting and carrying out some experiments in the growing of grain and green crops, have led some persons, as I am informed, to look upon the Model Farm as a mere piece of experimental ground, and not presenting an example for general imitation. What, I would ask, is the system of farming which is deservedly worthy of being imitated? The first consideration, undoubtedly, is the im-

* The average rent per statute acre of the entire farm is £3 19*s.* 3*d.*, exclusive of taxes.

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick

provement of the soil by drainage, deep cultivation, pulverization, liming, manuring, and weeding, and surely each and all of these are carefully inculcated and practised at the Model Farm. Secondly, the establishment of judicious rotations of cropping. Well, several of those rotations, which have received the sanction of the best agricultural authorities, are followed out on the Model Farm. Next follows the growing of grain, grass, and green crops, in due proportions. These crops are raised in correct proportions on the Model Farm; and it is arranged that the root crops shall so alternate that a crop of the same species will not follow upon the same piece of ground for several years. With the view of presenting a satisfactory reply to such questions, and of clearly and unmistakably showing what are the rotations followed on the farm, and the description and extent of the several crops which are cultivated, I have deemed it advisable to lay before you the accompanying Map of the Albert Farm.* I have visited, and minutely in-

* The following interesting particulars, relative to the soils, &c., of the Albert and Munster Model Farms, have been obligingly supplied by Professor Hodges, from a work which he has in press, entitled, "*First Steps to Practical Chemistry for Agricultural Students, Farmers, and Bleachers.*"

This work will, I have no doubt, prove to be a most useful addition to the stock of valuable books now in use in the National and Agricultural Schools.

No. 1.—SOIL OF THE ALBERT MODEL FARM.

1. The farm in connexion with the Albert National Agricultural Training Institution is situated about three miles north of Dublin.

2. The maximum elevation above the level of the sea is 172 feet, and its minimum 148 feet.

3. The greater portion of the farm has a slight inclination to the south.

4. Calp.

5. MECHANICAL COMPOSITION of the soil and sub-soil. 100 parts of each respectively consist of,

	Soil.	Sub-soil.
By PROCESS I.—		
Clay and finely divided matters,	24·71	28·32
Sand and small stones,	75·29	71·68†
	100·00	100·00
By PROCESS II.—		
Organic matters,	14·21	3·64 per cent.
By PROCESS III.—		
Carbonate of lime,	more than 5 and less than 20 per cent.	more than 5 and less than 20 per cent.
DENOMINATION ACCORDING TO THE TABLE,	*Marly Garden Sandy Loam.*	*Marly Sandy Loam.*
CHEMICAL COMPOSITION. 100 parts of each contained respectively—		
Organic matters,	14·21	3·64
Potash,	0·36	0·07
Soda,	0·18	0·04
Alumina,	1·32	0·75
Oxide of Iron,	1·82	4·22
Lime,	5·57	6·56
Magnesia,	0·06	0·02
Sulphuric Acid,	0·22	0·19
Phosphoric Acid,	0·06	0·03
Chlorine,	0·28	0·18
Silica,	0·55	0·07
Carbonic Acid,	4·33	5·02
Insoluble Siliceous matters,	70·82	78·66
	99·78	99·45
Nitrogen, per cent.,	0·29	0·18
Water in the sample analyzed,	22·30	14·20

6. Surface soil specific gravity, 2·25; sub-soil specific gravity, 2·43.

† Consisting of coarse granules of blackish limestone, grey chert, and calcareous sand.

MAP
OF THE
Albert National Model Farm
GLASNEVIN,

Referred to in Dr Kirkpatrick's Report on National Agricultural Schools - Appendix Vol. II. 22nd Report of Commissioners of National Education in Ireland.

3
Italian Rye Grass for Soiling and Hay

2
Potatoes Different Varieties

1
Wheat with Clover and Italian Rye Grass

Paddock for Milch Cows

Stack Yard

Manure

B
Botanical Plot

Fruit Garden

Small Paddock for Calves Rye &c

1
Wheat with Italian Rye Grass & Clover Seeds

2
Mangolds Carrots & Vetches the latter followed by Turnips

3
Oats and Flax followed by Stolen Crops

4
Italian Rye Grass and Clover for Hay

1
Permanent Pasture for Young Stock

Oats
2

3
Turnips

4

Sheep Walk
1

3

6

Road from Dublin to Santry

Avenue

3
Oats

4
Italian Rye Grass and Clover for Soiling
2nd Year

5
Italian Rye Grass and Clover for Soiling
1st Year

1
Winter Beans and Potatoes followed by Italian Rye Grass in Autumn

2
Italian Rye Grass for Soiling
1st Year

3
Italian Rye Grass for Soiling
2nd Year

1
Oats followed by Stolen Crops

5
Turnips Mangolds Cabbages and Flax

Road from Dublin to Swords

1
Beans Peas, Turnips and Cabbages

1
Wheat with Clover and Rye Grass

A

Yard

Nursery

Paddock for Milch Cows and Young Stock

Garden

Rye Road

Reference

A – Old Offices attached to Small Farm

B – New Offices in connection with Large Farm

Three Course Rotation

Four Course Do

Five Course Do

Example Farm for Small Holders

New Farm

1, Grass

2&3, Tillage

4,5,6 & 7 Permanent Pasture for Sheep

Inch Scale.

0 1 2 3

Scale, 600 Links to One Inch

spected very many of the best managed farms in the United Kingdom and elsewhere, and I unhesitatingly assert that the system of culture pursued on the Model Farm is as worthy of imitation as any I have seen in other places. The pupils, as in every other branch of their business, are made *practically* acquainted with the grooming and feeding of the farm horses; and the same remark applies to the milch cows, fattening cattle, sheep, and pigs. Although the system of industrial education which is carried out on the Albert Model Farm is as complete and efficient as possible, yet I am at all times ready to thankfully receive and act upon any suggestions which may be considered likely to promote the onward progress of agricultural improvement, which, it is admitted, is the only sure and certain means of developing the productive resources of this country.

7. *Power of Retaining Moisture.*—1,000 parts of surface soil retained 688 parts; of sub-soil, 484 parts of water.

Rapidity with which the soil dries when exposed to the air.—Of the water which the specimens had imbibed, in four hours the surface soil lost by evaporation 17·8; the sub soil 30·6 per cent.*

8. The soil is of a brownish colour.

9. The depth of surface soil averages from eight to twelve inches.

The produce of the farm is of a good average quality.†

The period of harvest is tolerably early.

The surface soil is of a friable character, and has a medium power of retaining moisture; but the subsoil is a pretty retentive clay, intermixed with occasional layers of limestone gravel.

In trenching, care must be observed in bringing up but a small portion of the subsoil to the surface, as experience has proved that a large admixture of it is injurious to vegetation.

Within the last eight years a considerable portion of the farm has been thorough drained to a depth averaging from three and a-half to four and a-half feet; and the good effects of this depth of drainage are very marked, when compared with a system of shallow drainage which had been executed previously; so imperfect, indeed, was the latter system, that it was found necessary to *re*-drain the land.

From the farm being so close to the city of Dublin, the rent is very high, averaging £3 19*s.* 3*d.* per statute acre.

The entire labour of the farm is performed by the class of pupils in training.

Lime can only be obtained at a high price, averaging from 1*s.* 8*d.* to 2*s.* per barrel of four bushels; and sea weed is not available for manuring purposes.

In addition to the farm-yard manure, which is applied to the crops, and which is made on the farm, guano and vitriolized bone compound are used to a small extent.

The liquid manure, which is collected from the cattle-houses, pupils' dormitories, water-closets, lavatories, &c., is applied by means of steam power on a portion of the Italian rye-grass grown on the farm, and the produce is very considerable; the total amount of three cuttings this season (1856) has averaged rather more than twenty-three tons per statute acre. The first cutting commenced

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* Weight of dry soil, ... 1,000 grains.
„ saturated with moisture, ... 1,688 „

Difference, ... 688
Exposed to the air for four hours, weighed . . 1,566

Loss by evaporation, . . . 122
then 688 : 122 :: 100 = 17·8 per cent.

† Acreable produce of crops grown on the Albert Model Farm for three years, viz., from 1853 to 1855, inclusive:—

Wheat,	140	stones per statute acre.
Oats,	150	„ „
Barley,	130	„ „
Beans (Winter),	120	„ „
Potatoes,	10	tons „
Turnips,	20	„ „
Mangel,	24	„ „
Carrots,	8	„ „
Parsnips,	7	„ „
Cabbage,	40	„ „

WILLIAM BOYLE, Agriculturist.

Albert Model Farm,
29th July, 1856.

APPENDIX I.

I. Reports on Agricultural Schools.

It may be well to place before the reader, clearly and succinctly, the connexion between the minor model agricultural schools throughout

on the 14th of April, and the third, on the 19th of July. It is expected that there will be at least two additional cuttings this season.

Dr. Kirkpatrick

The fall of rain during a year, as stated by Mr. Moore, Curator of the Royal Dublin Society's Botanic Garden, is about twenty-six inches; it varies from twenty to twenty-eight, but seldom more.

No. 2.—SOIL OF THE MUNSTER MODEL FARM.*

1. Two and a-half miles due-west of the city of Cork.
2. About eighty feet above the level of the sea.
3. It has a gentle inclination to the south and west.
4. It rests upon the limestone formation; but is chiefly composed of the debris of the sandstone of the adjoining districts.
5. MECHANICAL COMPOSITION of the soil and subsoil. 100 parts of each respectively consisted of,

	Soil.	Subsoil.
By PROCESS I.—		
Clay,	19·53	11·26
Sand and small stones,	80·47	88·74
	100·00	100·00
By PROCESS II.—		
Organic matters,	3·93	2·05 per cent.
By PROCESS III.—		
Carbonate of lime,	less than 5 per ct.	less than 5 per ct.
DENOMINATION ACCORDING TO THE TABLE, CLASS V., CHEMICAL COMPOSITION.	*Sandy Loam.*	*Sandy Loam.*
100 parts of each contained respectively—		
Organic matters,	3·93	2·05
Potash,	0·02	0·01
Soda,	0·03	0·01
Oxide of Iron,	4·47	3·98
Alumina,	2·29	1·48
Lime,	0·55	0·18
Magnesia,	0·07	0·02
Sulphuric Acid,	0·05	0·01
Phosphoric Acid,	0·01	0·01
Chlorine,	0·02	0·02
Silica (soluble in acids),	0·35	0·12
Carbonic Acid,	0·46	0·16
Insoluble Siliceous matters,	88·22	92·33
	100·49	100·38
Nitrogen, per cent.,	0·11	0·09
Water in the samples examined,	2·00	0·95

6. Surface soil, 2·55; subsoil, 2·45. PROCESS (IV.)
7. *Power of retaining moisture.* (PROCESS VI.)

1000 parts of surface soil retained	370 parts.
„ of subsoil „	342·5 „

Rapidity of drying when exposed to the air.—In four hours $12\frac{6}{10}$ per cent. of the water imbibed by the soil, and $14\frac{2}{10}$ per cent. of that taken up by the subsoil had evaporated. Mr. Cunningham reports that the soil is easily laboured, and that work may be carried on in two hours after the heaviest rain without injury to the crops.

8. Light brown when moist, when dry grey.
9. Surface soil about twelve inches; subsoil from a few inches to several feet.
10. Docks, wild mustard, and, in poor spots, chick-weed, are the prevailing weeds.
11. Yields superior samples of wheat, oats, barley, beans, and grass. Wheat, in good seasons, averages eight to twelve, and barley ten to twelve barrels to the statute acre. Turnips and mangolds twenty to thirty tons, carrots ten tons.
12. Fall of rain 40·20 inches annually, but this excessive moisture has not the same evil effects as on more impervious soils. Mr. Cunningham does not regard

* The soils were examined in the laboratory of the Chemico-Agricultural Society of Belfast. The Report on the Albert Model Farm was kindly supplied by Dr. Kirkpatrick, Head Inspector of Agricultural Schools, who has so usefully exerted himself to increase the efficiency of these institutions. The Report on the Munster Model Farm was supplied by the manager, Mr. D. Cunningham. I take this opportunity of acknowledging the ready co-operation which has on all occasions been afforded to me by the teachers of the Albert School, and of the other schools of the Board of Education, in inquiries connected with these establishments.

the country and the Albert Institution. A young lad enters one of the former class as a resident pupil; and during his stay there for one or two years, his mornings and evenings are devoted to the study of literary subjects, as English grammar, arithmetic, &c., and the elements of agricultural chemistry, and those subjects which form the principles of agriculture. During the day he is practically engaged on the school farm, in the culture of the soil and the management of the live stock. Those pupils, whose general conduct and progress in their studies have been satisfactory, are subsequently admitted to the Albert Institution, where favourable opportunities present themselves for the following up the study of those subjects which occupied their attention at one of the minor, or as it might be justly termed, "preparatory" agricultural schools, and of acquiring a more extensive acquaintance with the practical operations on the farm. The annual charge at the minor schools for board, residence, and instruction is so low (from £6 to £8), as to place their benefits within the reach of the smallest class of farmers. The payment of this small sum must be considered but a trifling drain upon the means of even the small farmer, anxious to give his son such an education as will be calculated to improve his condition in life. I have frequently expressed the opinion, that the properly educated man has a great advantage over the uneducated in every walk of life, and in agricultural affairs the best results are seen to arise from a proper application of science to practice. The admission to the Albert Institution must, therefore, be looked upon as a valuable scholarship to the lad who graduates, as it were, in one of the minor agricultural schools, and that such is really the case is fully proved by the numerous applications for admission, there being at this moment upwards of sixty names upon the books. I am strongly of opinion, that in future no pupil should be admitted into the Albert Institution who has not undergone a preparatory training at a minor agricultural school; and it has been very properly decided upon by the Board, that each candidate for admission must possess a certain amount of literary attainments, which is to be tested by examination before one of the District Inspectors (*vide* programmes of entrance examination to the Model Agricultural Schools and Albert Institution, which are appended to this Report).

It is occasionally said that the Commissioners of National Education, in establishing agricultural schools, have deviated from the original design and scope of the system of National education. The great object of the National system was to impart a sound and useful education to the people; and, as I have already remarked, it has brought knowledge of a high order to the homes of the humblest peasantry. Female industrial schools have been established, and have proved eminently useful. District model schools have been established for training young persons for the profession of teachers; and maritime schools have been established for producing intelligent seamen. Agricultural schools have been established for enabling the youths educated in the literary department of the system to advance in the social scale. They are the sons of toil, not young "gentlemen," in the ordinary acceptation of that term, but young men of humble origin, desirous and willing to chisel out their livelihood by industrious hands, aided and guided by educated heads; and I feel proud in being enabled truthfully and

drainage as required. Rent, 34*s.* per statute acre; labour, 7*s.* per week; two and a-half miles from Cork; roads good; limestone abundant on the farm; no seaweed nearer than eight to ten miles; town manure easily obtained, but not required; milk very rich; and the fat cattle and sheep highly prized by the butcher. Grass land contains much white clover and the fescue grasses. The soil does not appear adapted to the flax crop.

APPENDIX I.

I. Reports on Agricultural Schools.

Dr. Kirkpatrick

emphatically to declare, that during the last eight years—the period of my humble efforts in promoting the progress of industrial education—I have known a very considerable number of young men advanced solely through the means of this combined literary and agricultural training in National schools, from the very humblest spheres in life to situations of great responsibility and honourable exertion, and whose conduct as honest men and useful citizens is a gratifying proof of the value of a sound literary education and industrial training.

The agricultural department of the system of National education is conducted with the utmost care, and the strictest surveillance is exercised over the pecuniary transactions of the several school-farms under the exclusive management of the Commissioners. A Committee of the Board meets on every Monday to transact all matters pertaining to this branch of the system; but in order to comprehend clearly the manner in which the business of this department is conducted, it is essential to bear in mind that there are four classes of schools in which agricultural instruction is imparted, and numbering as follows :—

Model Agricultural Schools, . . .	37
Ordinary „ „ . . .	46
Workhouse „ „ . . .	79
School Gardens, ...	3
Total, .	165

The first includes two classes, as follows :—

Twenty under the exclusive management of the Board, and carried on out of the public funds.

Seventeen under local management, the expense of which will be hereafter explained.

As the Ordinary Agricultural Schools cost only £5 each per annum, and the Workhouse Agricultural Schools about £6 each, the expenses to the State from these two classes of Schools is but a few hundred pounds yearly, while the results, as will be seen from the reliable statements published in the Appendices to the Commissioners' Annual Reports, are of a truly important character. About *three thousand* pupils are annually and efficiently instructed in the theory and practice of agriculture.

As regards the seventeen Model Agricultural Schools under *local* management, their cost to the State is likewise but trifling, namely, £10 a-year to the teacher of each, for the instruction imparted by him on the theory and practice of agriculture to a class of the more advanced pupils of the literary school, and an allowance of £10 a-year for each of a few agricultural boarding pupils.

Though the expenses attendant upon the working of the Model Agricultural Schools and farms, which are under the exclusive management of the Commissioners, are considerable, and especially that of the Albert Institution, at which a yearly class of *ninety* pupils are boarded, lodged, and instructed at the expense of the State, yet it will appear from the annexed table, that the *actual* amount which those schools and farms cost last year is very far short of what it was represented to be.

I will now advert as briefly as possible to a point of considerable importance among the objections raised to the agricultural branch of the system of National Education—I allude to the opinions expressed, or rather the insinuations thrown out as to the manner in which the public money is expended, and the want of sufficient checks being exercised upon its disbursements.

I submit, as the statements I am now about to make will clearly show, that the same salutary supervision (if, indeed, not greater), which is exercised over all the monetary transactions in the Education Office, is brought to bear on the disbursements connected specially with the agricultural department.

In order to clearly understand the mode in which the pecuniary business of this department is transacted, it is necessary to divide it into two heads, viz., "Expenses" and "Receipts." Now, all the heavy expenses, as rent, seeds, &c., the payment of which have been sanctioned by the Agricultural Committee (which, as I before stated, meets weekly for the despatch of business connected with the agricultural schools and farms), and subsequently by the Board, are paid through the Accountant in the Education Office. The only disbursements made by the agriculturists come under the head of petty expenditure, and to meet which a small imprest (proportional to the size of the farm and other circumstances), is advanced to each. Almost all the heavy items (those, for example, paid for directly through the Accountant) and the greater number of the minor ones, after being sanctioned by the Agricultural Committee and the Board, are ordered by me; and before the accounts are paid, the agriculturists are required to certify that the articles have been received, and I am called upon to examine the bills and certify that the prices charged are such as have been agreed upon. A similar course is pursued with reference to the payments made directly through the agriculturists, each payment is supported by a voucher (shop-bills or otherwise), setting forth the articles purchased, number, weight, quality, price, &c. At the end of each month these vouchers, *which must be properly receipted by the parties who issue them*, are forwarded to the Education Office, where they are examined by the agricultural clerk, and afterwards submitted to me for examination and certificate, after which, and before a settlement of the monthly accounts takes place, they undergo a careful scrutiny in the Accountant's department. In order to render the check still more satisfactory, the agriculturists are prohibited from making any purchases without previously furnishing a requisition of the articles which they consider necessary to be supplied. The requisitions are submitted to me for approval or otherwise, and afterwards either sanctioned or rejected by the Board on the recommendation of the Agricultural Committee.

With respect to the *receipts* arising from the farm produce disposed of by the agriculturists, I think the system of management is equally as satisfactory as in the case of *expenses*. The question has been often put, how do you know that, when one of the agriculturists sells a cow, a few pigs, or sheep, that he makes a faithful return of the exact amount he has received? This circumstance has not been overlooked, and in order to prevent the possibility of such a fraud being committed—although, I am happy to say, that the Board have every reason to congratulate themselves on the strict integrity of the agriculturists in charge of their school farms—yet, they require one of the Agricultural Inspectors to be present at all sales of live stock, &c., who must certify as to the correctness of the returns furnished by the agriculturists. In the case of petty sales, at which an Agricultural Inspector cannot be present, the agriculturist is required to forward vouchers, duly signed, or certified by the parties who purchase the produce, similar to those which are required in the case of payments. These vouchers are examined by the agricultural clerk, and afterwards submitted for my examination and certificate.

The frequent and careful inspection of the schools and farms by the agricultural inspectors, who, on each visit, are required to minutely

Dr. Kirkpatrick

examine the farm accounts, and the occasional visits of the district literary inspectors, who generally reside in the immediate vicinity of the model agricultural schools, afford additional security for the faithful discharge of the duties of the agriculturists, and are efficient checks against frauds being attempted. In addition to all those checks which I have enumerated, I should mention that a return of the live stock on each farm is forwarded monthly to the Education Office, and any increase or decrease in the number of each description of animals is accounted for. A well devised farm account-book has been recently prepared, which will give a comprehensive view of the entire transactions, pecuniary and otherwise, of each farm, and of each crop on it; and which, together with the other measures which I have already particularized, will enable an intelligent statistician and accountant, who is well versed in the principles of accounts, to detect at once any error or attempts at fraud.

Of the twenty school farms held on lease by the Commissioners, and under their own management, two—Mount Trenchard, in the county Limerick, and Woodstock, in the county Kilkenny—have been let to the agriculturists as tenants. The agriculturists in these two establishments have embarked their own private capital, of which they had an adequate supply, in the purchase of the necessary live and dead stock, &c., and are in almost every respect, similar to ordinary tenant farmers. They, however, receive from the Commissioners, a fixed annual salary for giving instruction in agriculture to a class of the advanced boys in attendance at the National Schools annexed to the farms, and to the agricultural boarding pupils, for whose maintenance they are paid partly by the Board, and partly by the parents or patrons of the pupils.

The question has been often put, why not adopt the same arrangement at the other school farms? Now, whilst I admit that the arrangement adopted in the cases of Mount Trenchard and Woodstock seems the more desirable, and would obviate the objections which are advanced to the system generally pursued at the Board's own farms, that of employing the agriculturists as land stewards or farm managers, yet, there are, I regret to say, numerous and serious obstacles to its general adoption. In the first place, the want of adequate, or indeed, in the generality of cases, *any* capital on the part of the persons who become qualified to act as agriculturists, presents, at the very outset, an almost insuperable obstacle to its adoption. Secondly, the danger to be apprehended that the agriculturists might not carry out that course of cropping or general farm management which the Board, through their officers, would recommend; and lastly, the serious delays, difficulties, and annoyances, which would inevitably arise in having an agriculturist removed in case of his proving incompetent for the situation, or being guilty of any irregularity of conduct. After a full and very mature consideration of all these points, it was decided upon by the Board, that, unless in some exceptional cases, it would be more prudent and desirable to have the agriculturists engaged in the capacity of land stewards, rather than having them in the position of tenants.

It will be perceived from the annexed reports of the Sub-Agricultural Inspectors, Messrs. Donaghy and Brogan, that the routine inspection of the agricultural schools and farms is chiefly carried on by them; and I have the satisfaction of stating, that by the frequent visits which they are now capable of making to the several schools, their efficiency is greatly promoted. Nothing tends more to the efficiency of all schools than proper inspection; and few, who are at all

acquainted with the minute details of farm management, will deny that the more frequently the agricultural establishments are visited, the higher will be their character and usefulness. In addition to the moral check which an Inspector's visit effects, he is also, like any other visitor of experience and intelligence, capable of detecting deficiencies which might perhaps escape the notice of the agriculturist.

It is very desirable, and indeed necessary, that the country should be divided into two districts, and one assigned to each of the Sub-Agricultural Inspectors; various circumstances, however, have prevented my being able to fix upon the proper arrangements. It is essential that the Model Agricultural Schools and Farms under the exclusive management of the Commissioners should be as frequently visited as possible ; and with the view of enabling the Inspectors to do so, it is proposed that one of them should have his head-quarters at Limerick, which is the centre of several of the agricultural establishments, and that the other should reside at Belfast, from whence he could proceed on his tour of inspection in the northern district with the greatest economy of time and expense. I hope shortly to be able to fix upon the number of visits which should be paid yearly by each Inspector to each of the model, ordinary, and workhouse agricultural schools, but this, as well as other arrangements, connected with this department of the system, shall be submitted for the approval of the Board at as early a period as possible.

Among the agencies employed by the Commissioners of National Education for diffusing a knowledge of improved agriculture throughout the length and breadth of Ireland, the National School Teachers must be looked upon as most useful instruments. Whilst only those National Schools, with recognised agricultural departments, come under my cognizance, yet, I should sincerely hope and expect that in almost every National School in Ireland, the elementary principles of agriculture and gardening, as contained in the excellent text books supplied by the Board, are carefully and regularly inculcated. It is out of my power to collect statistics of the good that is thus being quietly, but steadily, effected in the advancement of agricultural knowledge in Ireland, but the time, I doubt not, is fast approaching, when the fruits of the good work thus unostentatiously carried out, will unmistakably manifest themselves.

In the absence of accurate data, I think it would not be too much to assume that no less than 2,000 male National School Teachers, during their period of training at the Normal establishment in Marlborough-street, have been instructed, among other matters, in scientific agriculture, and have had an opportunity in their weekly visit to the Albert Farm, made under the guidance of their teacher, of seeing theory reduced to practice. From a return which was received at the Education Office about three years ago, it appeared that several hundred teachers of National Schools had each some land attached to their residences ; and it is to be presumed that nearly all of them must have adopted, in the cultivation of their plots of ground, the principles and practices inculcated in the course of lectures on the science and practice of agriculture which is delivered during their stay.

I may mention that the Commissioners will soon possess the means of extensively and efficiently aiding in the improvement of the live stock of this country, which forms so very important a part of its rural economy. Sires of improved breeds, both of black cattle and pigs, are kept at the Albert Farm, and at several of the minor school farms, and which are let out at a moderate charge to the public. Although a good deal has already been effected in this very useful way, yet much, I

Dr. Kirkpatrick

admit, requires to be done. I trust that ere long the very valuable breeds of pigs which have been imported from Yorkshire and other districts, will be extensively diffused over the country, and thus confer a great boon, especially to the small farmer. Bulls of improved breeds —short horns and Ayrshires, are now being sent to several of the Board's farms, and the results are such as to justify the propriety of advancing in this useful direction.

At each of the school farms, under the exclusive management of the Board, there is an adequate supply of improved implements, adapted to the extent of the respective farms; and it is gratifying to observe that their use is stimulating the farmers in the surrounding districts to gradually replace their rude implements with those of a more efficient description.

It is said by some that the system of agricultural instruction, which is engrafted upon the National Schools, is not a legitimate part of national education. In this assumption, however, the real nature of agricultural education has been overlooked; the Commissioners of National Education did not establish school farms for the mere purpose of instructing boys how to dig, trench, reap, &c. (though their education enables them to do these things with more intelligence and skill), but to teach them the errors of those old and rude practices which have prevailed so long, so generally, and to such a lamentable extent in this naturally fertile country; and to inculcate such principles in chemistry, geology, botany, animal physiology, mechanics, and other useful branches of knowledge, which must, inevitably, prove useful to them in afterlife as farmers, land-stewards, teachers, or in whatever other pursuits they may be engaged.

It does appear strange, that whilst agricultural education has become a favourite topic with enlightened statesmen and philanthropists throughout the continent of Europe and the United States of America, where large amounts are annually expended in promoting agricultural improvement, by means of model farms and agricultural schools—thus, as it is truly said, "improving not only the *cultivation*, but also the *cultivators* of the soil"—there should be some persons, seemingly regardless of the spirit of the age, who oppose the establishment of such institutions.

Did time and space permit, I might show what several of the European governments have done for the establishment and maintenance of schools in which appropriate courses of instruction are given for the advancement of practical, yet scientific pursuits, as that of agriculture; but as this report has already exceeded its limits, I shall conclude with the following appropriate extract from an able work upon the subject of agricultural school instruction :—

"A few miles from St. Petersburgh, on a fine farm, provided with all the suitable buildings, well stocked with cattle, and rich in museums, is the chief agricultural school. Two hundred and eighty students, chosen from all parts of the empire, here receive, at the expense of the Crown, such instruction as will make them most useful in the neighbourhood of their own homes, to which they are finally sent back. Their studies continue for five years, although strictly confined to agriculture. For the training of foresters there is a totally different school, where the culture of trees, their preservation and use, is taught as a practical science by nearly forty teachers to 250 scholars. Near Moscow is another large agricultural academy; and in not less than eight other places of the empire are model farms, almost every one of which is attended by more than 100 pupils. Horticulture and the veterinary art are taught in entirely distinct establishments, their general principles only being inculcated in the institutions just referred to.

"Education, in its real and true signification, is a progressive and never ending work. The whole life-time of men is but a movement onward, and it is, perhaps,

safest to believe the elevated and beautiful idea that throughout all eternity, man will continue in knowledge and advance in wisdom. But it is not in this broad view that I now propose to regard the term education. I define it for present purposes as a disciplinary process, fitting the mind for the business of life; not only the accumulation of knowledge and intelligence, but the acquisition of habits of order, industry, and economy, in preparation for the active duties and responsibilities of life. This work belongs to the schoolroom; there the boy is to be prepared for manhood. . . . . The schoolroom, the school-book, and the schoolmaster are important requisites in training the mind and bringing out its powers and energy. Mind, like the body, is the work of the great architect, it is the gift of God, and may and does exist in all its glory and majesty in the poor man as in the rich; it knows no distinction only in its means of development, and in its educational polish. Then, how glorious to educate all the people, how high and solemn the duty to give all the advantages of mental culture. . . . And have the farmers no interest in this matter of education? Yes, they have, most of all; for they are more numerous than all other classes. Then let the school be elevated, improved, and made what it should and may be. As one improvement almost indispensably necessary to the farmers, there should be, and must be, a department devoted to agriculture. I can discover no reason why it should not form a regular branch of common school education, nor why every college and academy should not have their professorship department devoted to agriculture as a branch of study and education. The scheme of establishing agricultural schools where the sons of farmers and all others may receive an agricultural education, analogous to the education provided for young men designed for the various other professions in useful labour, is a magnificent one. This scheme to be complete and efficacious, will embrace, of necessity, such of those simple elements of scientific agriculture as may be imparted in the common schools of the country; so that all our youth, and, ultimately, our whole population —every labouring man that tills the ground—shall be as familiar with them as they are at present with the elements of general education, reading, penmanship, arithmetic, geography, and grammar, or history. I regard it as an essential step towards the elevation of the farming interests—a necessary ingredient in lifting up to their real position the farmers of this country. It seems to me that the farmers have a right to use a portion of the money which belongs to them to advance their own calling—not indeed, to tear down, or prejudice others, but to elevate their own business to the dignity of a science, to be taught, and learned in the schools of the State."

I am, Gentlemen, your obedient servant,

THOMAS KIRKPATRICK.

To the Secretaries, Education Office,
Marlborough-street, Dublin.

P. S.—The following is an Abstract of the Return, showing the Occupation of the Young Men educated at the Albert National Agricultural Training Institution, from January, 1847, to December, 1855:—

Farming (either for themselves or parents),		40
Land Stewards and Agriculturists,		75
Agricultural Teachers,		26
Teachers of National Schools,		15
Surveyors, and in the Ordnance Department of the Corps of Royal Sappers and Miners,		12
Other occupations connected with the management of Land,		8
Miscellaneous employments,		14
Unknown,	Who finished their full course of training,	9
	Who spent more than 18 months, but not 2 years,	6
	Do. do. 12 do. but under 18 months,	5
	Do. do. 6 do. but under 12 do.	14
	Do. do. 3 do. but under 6 do.	8
	Do. do. 3 do.	5
	Total,	237

Appendix A.

Synopsis of the Course of Instruction at the Albert National Agricultural Training Institution.

Reading, writing, English grammar, and composition. Geography, elements of astronomy, and use of the globes. Book-keeping, outlines of general history, and English literature. The leading principles of music, drawing, and perspective. The elements of political economy and logic.

Arithmetic, mathematics, algebra, geometry, trigonometry, mensuration, surveying, levelling, use of geometric instruments, &c., &c. The elements of natural philosophy, with their practical applications.

The foregoing curriculum of study will be adapted to the junior and senior divisions of the class. Instructions will be imparted by means of text-books and lectures, aided by the most improved educational apparatus, and in every case accompanied by the most searching examinations.

Vegetable Physiology and Botany, by David Moore, Esq., m.r.i.a., and a.l.s.

The Principles of Vegetable Physiology, in its Relation and Application to Agriculture and Horticulture.—Introductory remarks and general description of a plant. Internal structure or elementary organs of plants. Growth, forms, and functions of roots. Growth, forms, and functions of stems. Growth, forms, and functions of leaves. Formation of leaf-buds and propagation of plants by same. Inflorescence and the floral envelopes, calyx, and corolla. Forms and functions of the reproductive organs, stamens, and pistil. Growth and maturation of the seed-vessels and seeds. Formation of the embryo and germination of plant. Circulation of sap and vegetable irritability. Application of principles in morphology, or the change of parts. Application of principles in propagation. Application of principles in the improvement of races of plants. Application of principles in growth of plants.

Systematic and Geographical Botany.—Definition of classes, orders, and species—their fixity and distribution. The Linnæan classification of plants. Outlines of the natural classification. Illustrations of the natural orders, including the ranunculus and cabbage tribes; the leguminous plants, roses, &c.; the dahlia and thistle tribes, &c.; declinous plants, including the willows, &c.; indigenous plants, including the grasses, &c. Preservation of races by seed. Principal plants which produce human food. Principal plants used in the arts and manufactures. Outlines of the geographical distribution of plants. Meteorological phenomena connected with the geographical distribution of plants. Resume, with observations on fossil plants, &c.

Chemistry and Geology, in their Relations to Agriculture, by Professor W. K. Sullivan.

Elementary notions on chemical laws; chemical elements, and their relative importance in nature. Chemical nomenclature. Relation of chemical force to the other physical forces; cohesion; laws of crystallization; heat, light, and electricity.

Air and water. Physical constitution of the earth; nature of rocks; mechanical structure of rocks; geological nomenclature, especially in reference to the rocks found in Ireland. Chemical composition of rocks; action of air and water upon them. Soluble substances con-

tained in running waters. Formations of soils. Classification of soils according to their general chemical constitution. Mechanical properties of soils, such as colour, specific gravity, power of absorbing water, &c. Laws of distribution of soils over a country. Relation of chemical forces to vegetable life. Contrast between the combinations which are found to exist among minerals and those in plants. Elements which enter into the composition of vegetables and animals. General relations of vegetable life to the atmosphere.

Organic substances of which plants chiefly consist—division into two groups :—1. Substances not containing nitrogen, of which starch may be taken as the type ; and, 2. Nitrogen substances, of which albumen forms the type. Nature of each of these substances.

Growth of plants ; metamorphoses which the two classes of substances last mentioned undergo during every stage of growth, from the germination of the seed to its complete reproduction. Great practical importance of this subject. The inorganic constituents or ash of plants. Relations between the chemical composition of plants and their external forms, or the chemistry of the natural families of plants. Importance of this hitherto unstudied question. Theory of the action of manures. Economical considerations concerning manures, especially as to their supply with reference to this country. Chemical laws of animal life. Food of animals. Of the nature of milk, butter, &c. Sketch of the influence of the meteorological phenomena upon agriculture.

The History, Structure, and Diseases of the Animals of the Farm, by Professor J. F. Hodges, M.D.

An account of the simple elements of which the animal is composed. A description of the forms which, under the influence of life, these elements are made to assume in the blood, flesh, bone, &c., of the animal structure. The machinery or structure of the animal. The process by which the food of the animal is converted into its substances. The treatment of the animals of the farm in health and in disease. The relative value of the various substances employed as food for man and cattle, and their economic preparation. History of the animals of the farm.

Practical Agriculture, by Mr. Baldwin.

Soils, their various properties, crops to which adapted, and means of improving. Principles of cultivation. Rotations for the several soils and circumstances. The cultivation, harvesting, &c., of the several crops, including the grasses and hay-making. Implements and machines of husbandry, the principle of their construction, and an account of the most approved in general use. Irrigation, &c. Renting land. Farm offices. Capital required, &c. Live stock.—General principles of breeding and feeding. The horse, several breeds ; breeding, rearing, and general management. Cattle, the several breeds ; breeding, rearing, feeding for dairy and fattening purposes. Disposing of fattened animals. Dairy husbandry. Sheep, the several breeds ; breeding, rearing, and general management. Swine, breeds, breeding, rearing, feeding, and general management. Draught.

The foregoing subjects are treated in about eighty lectures, and with special reference to the climate and circumstances of Ireland. The pupils are orally examined on every third or fourth day, and are required to prepare about six written essays during the course.

Horticulture, by Mr. Campbell.

Appendix I.
I. Reports on Agricultural Schools.
Dr. Kirkpatrick

Garden, site, fences, and shelter. Drainage, levelling, trenching, subsoiling, and ridging ground. Manures and composts. Potatoes. Cabbages, cauliflower, broccoli, &c. Pea, bean, kidney-bean. Carrot, parsnip, and beet. Asparagus. Onions, leeks, chive, eschalot. Sea-kale, rhubarb, artichoke, horse radish. Celery, lettuce, and small salads. Spinach, parsley, pot-herbs. Management of frames and forcing-beds, including cultivation of melon, cucumber, vegetable marrow, &c., &c. General management of hardy fruit-trees, including apple, pear, plum, cherry, nectarine, apricot, gooseberry, currant, raspberry, strawberry, &c. Nursery, including propagation of plants by grafting, budding, in-arching, laying, &c. Green-house and stove plants. Vinery, pinery, and peach-house. Management of woods and forests. Laying out and formation of the flower-garden. Annual, biennial, perennial, and other flowers, including the rose, dahlia, carnation, picotee, pink, pansy, tulip, ranunculus, anemone, hyacinth, auricula, polyanthus, &c. On the effect produced by grouping different families of flowers, and keeping up a succession of them.

I. Reports on Agricultural Schools.
J. Donaghy, Esq.

No. 2. Report of John Donaghy, Esq., Agricultural Sub-Inspector.

Sir,—I beg respectfully to submit, for the information of you and the Commissioners, this my first Annual Report, on the subjoined Agricultural Schools. It embraces a period of seven months, commencing June 1st, 1855, and ending December 31st, 1855. In drawing it out I have omitted the statistical returns, as they are contained in the Appendix; and have merely given the *substance* of my weekly Reports to the office. For uniformity of detail, also, I have divided the schools into the following classes, viz:—

1. Model Agricultural Schools, exclusively managed by the Commissioners.
2. Model Agricultural Schools, under local management.
3. Ordinary Agricultural Schools, managed by the teachers in charge of them.
4. Workhouse Agricultural Schools.
5. School Gardens, managed by the Commissioners, and by local parties.

In concluding the Report, I shall make a few general remarks in reference to the working of the system.

I. Model Agricultural Schools, exclusively managed by the Commissioners.

Ulster Model.—County Antrim.

Pupils.—The establishment is only in partial operation, no buildings having been yet erected, and, consequently, there are no pupils in attendance.

Farm.—The farm contains about 109 acres. It consists of a wet, tenacious clay, which is very difficult to labour, and which will require for its improvement a considerable outlay of capital. Levelling old fences and drainage have been already, to some extent, executed; and it is intended that a portion of the land will be cropped in the ensuing year.

Offices.—The farm offices have not yet been erected.

General efficiency of the Agricultural Department.—As the establish-

ment has not yet been opened, much cannot be advanced on this head; still it strikes me that it is not much out of place to say, that already a good practical example of efficient drainage has been exemplified on it, which, if copied by the neighbouring farmers, and I believe it has been to some extent, would prove in the highest degree serviceable. At all events, the reclamation of the remainder of the farm will require the performance of so many important operations, that it will afford a very wide scope, indeed, for the practical instruction of the future pupils.

Bailieborough Model.—County Cavan.

Pupils.—The proficiency of the pupils is exceedingly creditable, both as regards theoretical and practical agriculture, and clearly indicates that much care and attention have been given to their instruction.

Farm.—The farm contains an area of about forty-eight acres. The land is of good average fertility, and is gradually improving. Systematic cropping is pursued on it, and a very fair example of tillage exhibited. Draining and fencing are to some extent required, together with the formation of a farm-road, and the appropriation of a portion of the ground to a vegetable garden. The principal drawback in the management is the continued absence of the house-feeding system. It will be introduced, however, at the earliest possible opportunity.

Offices.—The offices comprise a barn, stable, cow-house, dairy, cooking-house, cart-shed, tool-house, turf-shed, piggeries, and poultry-house. They are all substantial and in good repair.

General efficiency of the Agricultural Department.—On the whole the agricultural department is satisfactorily conducted. The pupils are receiving a good agricultural education, and the cultivation and cropping of the farm are very fairly attended to.

Bath Model.—County Monaghan.

Pupils.—The agricultural knowledge of the pupils is pretty satisfactory.

Farm.—The farm contains forty-one and a-half acres. The soil is of medium quality, but it has been very much improved by draining. Much improvement has also been effected in the way of levelling old fences, erecting new ones, and subdividing the farm into fields of uniform size. The usual operations of husbandry are very carefully executed; and, on the whole, the general management is very satisfactory.

Offices.—The offices consist of a barn, stable, cow-house, piggeries, coal-house, cart-shed, and dairy. Being badly arranged, steps are being taken to extend and remodel them.

General efficiency of the Agricultural Department.—Want of proper accommodation appears to have militated heretofore, at least to some extent, against the working of this establishment. Proper steps, however, are now being taken to meet this drawback; and I have no doubt that in a short time it will become a useful and valuable institution. The gradual improvements which have been effected, together with the general management pursued, must have afforded a very useful example to the neighbourhood; whilst the agricultural knowledge obtained through its instrumentality by the pupils must have added still further to its efficiency.

Ballymoney Model.—County Antrim.

Pupils.—The establishment, up to the end of 1855, was only in partial operation, consequently no pupils were in attendance in that year.

Farm.—The contents of the farm is about twenty-three acres. The soil is fertile, but requires draining and other operations of a like nature to bring it to its maximum state of productiveness. Draining to some extent has been effected, and old fences have been removed; but these operations have not yet been carried out to the required extent. The cultivation and cropping of the land, however, have in the meantime been carefully attended to, and judicious steps have been taken to establish a systematic course of cropping. On the whole, very considerable progress has been made towards the ultimate successful working of the farm.

Offices.—The offices embrace a barn, cow-house, stable, granary, straw-house, cooking-house, piggeries, dairy, cart-house, calf-house, and poultry-house. They have been recently built, are substantial, convenient, and well-planned as regards economy of labour.

General efficiency of the Agricultural Department.—The literary department has not yet been opened, nor have any boarding agricultural pupils been received, consequently the ultimate efficiency of the establishment can only, at the present time, be anticipated. If, however, the judicious management which has heretofore characterized the proceedings, in reference to the agricultural department, be taken as a criterion whereby to form an opinion of what may be expected in future, I have every reason to believe that the establishment will prove highly useful to the surrounding neighbourhood.

TEMPLEDOUGLAS MODEL.—County Donegal.

Pupils.—This school has not yet been opened; consequently there are no pupils in attendance.

Farm.—The extent of the farm is about twenty acres. It is situated in a bleak, barren district, and its soil is for the most part of a wet, poor, and unproductive character. It has not yet been handed over to the charge of an agriculturist, and consequently no improvements have been yet effected.

Offices.—The farm offices have not yet been erected.

General efficiency of the Agricultural Department.—Nothing can be said at present on this head; but, certainly, a wide field of improvement presents itself in the district in which the school is situated for exercising the talents of an intelligent agriculturist. If the example which such a person exhibit be copied, and the instruction which he imparts be properly attended to, I can scarcely fancy a locality in which the benefits resulting from an agricultural school could be of more value or importance.

II. MODEL AGRICULTURAL SCHOOLS, under local management.

LARNE MODEL.—County Antrim.

Pupils.—The pupils possess a fair amount of agricultural knowledge both as regards theory and practice.

Farm.—The farm contains about seven acres. The land is exceedingly productive, and enjoys a very favourable aspect. It has been all thoroughly drained, and some of it trenched. The management on the whole is satisfactory, and the house-feeding system is fully carried out.

Offices.—The offices comprise a cow-house, barn, dairy, piggery, coal and tool-house, and cart-shed. They are conveniently situated as regards the economy of labour, are in good repair, and pretty well suited to the size of the farm.

General efficiency of the Agricultural Department.—The agricultural

department continues to be conducted very fairly. So far as I can form an opinion, the present agriculturist appears to carry out the business with zeal and assiduity. This school has materially contributed towards the dissemination of agricultural knowledge in this country. Some of the young men educated at it have filled, and are at present filling very important agricultural situations, and are daily diffusing the seeds of that knowledge which they at first acquired at this little establishment, with credit to themselves and great benefit to the country.

Loughash Model.—County Tyrone.

Pupils.—The proficiency of the pupils at this establishment, both as regards the principles and practice of agriculture, is very creditable.

Farm.—The area of the farm is about forty acres. Through the persevering industry and ability of the agriculturist, it has been reclaimed from the barren heath, and converted into fair arable land. In effecting this object, it has been drained, trenched, and fenced. Systematic cropping is exemplified on it, and good cultivation pursued.

Offices.—The offices consist of a stable, cow-house, cooking-house, cart-sheds, barn, piggery, and dairy. They appear to be pretty well adapted to the circumstances of the case.

General efficiency of the Agricultural Department.—The agricultural department of this school is very efficient, and reflects much credit on the agriculturist. A boarding class is kept, the members of which receive a good literary and agricultural education. Many of the young men educated at this school have discharged the duties of their profession in afterlife in a very praiseworthy manner.

Drumhilla Model.—County Monaghan.

Pupils.—The proficiency of the pupils belonging to this school is only *tolerable.* Improvement in their general agricultural knowledge is desirable.

Farm.—The farm set apart for the agricultural training of the pupils contains about forty-eight acres, forty of which are under arable tillage. The land has been considerably improved, but systematic cropping has not yet been properly exemplified, nor has the house-feeding system been fully carried out. The general cultivation is pretty satisfactorily performed.

Offices.—The offices are extensive, good, and substantial. They comprise a barn, stable, granaries, hay-loft, cow-house, root-shed, cooking-house, piggeries, poultry-house, cart-sheds, turf-house, and dairy. Water-power is available at some seasons of the year.

General efficiency of the Agricultural Department.—The materials are here for the formation of a flourishing agricultural school; but I have not been satisfied with the manner in which the agricultural department has been heretofore conducted.

Markethill Model.—County Armagh.

Pupils.—The agricultural knowledge of the pupils is very satisfactory.

Farm.—The area of the farm is about eighteen acres. It consists of three distinct divisions, one of which immediately adjoins the school, and the others are situated at some distance from it. The land is of good quality, and is at present in a rich and fertile condition. It has been greatly improved by the agricultural teacher who has both drained and subsoiled it. An excellent example of systematic cropping and careful cultivation is exhibited on it, which cannot fail

to produce good effects, not only as regards the pupils but also the farmers in the neighbourhood. Here the house-feeding system is carried out to the letter.

Offices.—The offices consist of a stable, harness-room, cow-house, barn, chaff-house, turf-house, hay-loft, potato-house, piggery, calf-house, cooking-house, and implement-shed. They are neat, convenient, commodious, and in good repair.

General efficiency of the Agricultural Department.—The agricultural department of this school is very creditably conducted. A good agricultural education, both as regards theory and practice, is afforded, and a correct course of cropping and general farm management pursued.

DROMISKIN MODEL.—County Louth.

Pupils.—The proficiency of the pupils in agricultural knowledge is very satisfactory.

Farm.—The area of the farm is about ten acres. Part of it has been drained and trenched, and a boggy portion reclaimed; old fences have been removed, and some new ones erected. Through the exertions of the teacher it has been rendered rich, clean, and productive. A four-crop rotation is followed on a portion of it, and it is intended that a three-crop will be pursued on the remainder. The cultivation is exceedingly creditable, and affords an excellent example, not only to the pupils, but to the surrounding farmers. The cattle are house-fed throughout the year.

Offices.—The offices are quite new; they were built by the landlord; and afford adequate and convenient accommodation for the live-stock. They comprise a barn, cow-house, piggeries, root-shed, cooking-house, poultry-house, fuel-house, and tool-house.

General efficiency of the Agricultural Department.—This little establishment is affording a very creditable amount of useful agricultural information to the pupils, whilst the example of cropping, tillage, and general management pursued can scarcely be surpassed. Already the influence which it has exercised over some of the former agricultural practices of the neighbourhood is very striking, and clearly demonstrates the utility of such schools when properly conducted.

CASTLEHACKET MODEL.—County Galway.

Pupils.—The pupils possess a very considerable amount of useful agricultural knowledge.

Farm.—The area of the farm connected with this school is about twenty acres, only twelve of which can be tilled. The soil is of a poor description, quite shallow, and incapable of being deepened, from the fact, that the underlying rock approaches almost to the surface. A systematic course of cropping is pursued on the arable land, and sheep are depastured on the portion which cannot be brought under cultivation. The tillage is as carefully executed as the circumstances of the case permit, and the general business is very satisfactorily conducted. The house-feeding system also is fully carried out.

Offices.—The offices consist of a cow-house, dairy, stable, piggery, sheds for roots and young live-stock, and a granary. A barn would be useful; in other respects pretty fair accommodation exists.

General efficiency of the Agricultural Department.—Both the in-door and out-door agricultural instruction of the pupils appears to be very carefully attended to, and the example of cropping and general cultivation afforded is very satisfactory. From a cursory view of the cropping of the district, I would conclude that this school has exercised a very beneficial effect on many of the former agricultural practices.

CARRICK MODEL.—County Fermanagh.

Pupils.—The agricultural knowledge of the pupils, both as regards theory and practice, is very creditable. Much care and attention must have been given to their instruction.

Farm.—The farm, at present, contains upwards of sixty acres. The soil, with the exception of a portion which is boggy, is of fair average fertility. Considerable improvements in the way of levelling old fences, draining, reclamation, &c., have been effected, and the cultivation and general management are satisfactorily executed. Systematic cropping, however, has not yet been fully established, in consequence of the change of plan which a yearly addition to the farm has always produced; nor has the house-feeding system been adopted. These defects will be remedied at the earliest possible period.

Offices.—The offices comprise a barn, stable, cow-house, dairy, piggery, root-house, calf-house, and poultry-house. They are substantial buildings, and in good repair; but the inside fittings in most of them are unsuitable.

General efficiency of the Agricultural Department.—The agricultural department of this school is conducted in a pretty satisfactory manner; but it would be vastly increased in efficiency were a literary teacher appointed to take charge of the *literary* department, and the duties of the present agricultural teacher confined to *the business of the farm* and the instruction of the agricultural pupils.

TEMPLEMOYLE MODEL.—County Londonderry.

Pupils.—The proficiency of the pupils in agricultural knowledge, both theoretical and practical, is very satisfactory.

Farm.—The farm contains about 172 acres. It is situated in the neighbourhood of Muff, within about six Irish miles of Londonderry. The land originally was of a very poor description, but, by thorough draining, subsoiling, and judicious management, it has been vastly improved in its productive properties, and rendered a soil of good average fertility. Systematic cropping is pursued on it, cultivation of the best description practised, and, in short, an example of improved husbandry, in its various details, exhibited, which reflects much credit on the agriculturist.

Offices.—The farm-offices are extensive, convenient, substantial, commodious, and in good repair. They comprise stables, harness-room, cow-house, dairy, barn, granary, piggeries, tool-houses, work-shop, and cart-shed.

General efficiency of the Agricultural Department.—This establishment has only been recently taken into connexion with the Board. It is the oldest agricultural institution in Ireland, and has run a career of practical usefulness which all who are acquainted with its proceedings both acknowledge and appreciate. For a period of thirty years its founders and supporters, unaided by public funds, carried out the objects for which it was established in a manner which reflects the greatest credit on their zeal, liberality, and public spirit. It is enough, therefore, to say that both its agricultural and literary departments continue to be conducted with an equal if not greater degree of efficiency than formerly; and that, now that it has received the aid of a public body, it will still further continue to confer those advantages on society—and with increased energy and effect—which have heretofore so praiseworthily characterized its transactions.

ESKER MODEL.—County Galway.

Pupils.—The proficiency of the pupils is very satisfactory—both as regards theoretical and practical agricultural knowledge.

Farm.—The farm set apart for the agricultural training of the pupils contains an area of about fifty-two acres. The land is of fair quality, and has been, to some extent, improved by draining and trenching. A systematic course of cropping is pursued, and careful tillage exhibited. This school has been established by the Rev. Dr. Smyth for the benefit of the surrounding locality.

Offices.—The offices comprise a stable, barn, cow-house, cattle-shed, poultry-house, and dairy. Some alterations and additions would render the accommodation for the live stock more complete.

General efficiency of the Agricultural Department.—I was very much pleased with the amount of useful agricultural knowledge possessed by the pupils at this establishment, and also with the cropping, cultivation, and general management of the farm; and therefore consider that the agricultural department is conducted in a very efficient manner. Already it has exercised considerable influence on some of the agricultural practices pursued in the neighbourhood, and I have no doubt that through its instrumentality gradual improvement in the same direction will be effected.

III. Ordinary Agricultural Schools managed by the Teachers in charge of them.

Balleighan.—County Donegal.

Pupils.—The agricultural knowledge of the pupils is rather deficient.

Farm.—The farm contains about twelve acres. The land is of fair average fertility, but somewhat difficult to labour. A portion of it has been drained and subsoiled, and some gripes have been filled. A systematic course of cropping is pursued, and the general cultivation is very fairly executed. The house-feeding system, however, has not yet been introduced.

Offices.—The offices consist of a barn, cow-house, stable, and piggery. They are in pretty good repair, but the inside fittings might be very much improved.

General efficiency of the Agricultural Department.—The agricultural knowledge of the pupils is much more defective than it should be, considering the means which exist for the diffusion of useful agricultural information.

Cloghan.—County Donegal.

Pupils.—The proficiency of the pupils is very fair.

Farm.—The area of the farm is about ten acres, only four of which are under arable tillage—the remainder being unreclaimed bog. Proper steps are being taken to establish systematic cropping on the cultivated part, but the teacher does not, at present, possess sufficient capital to enable him to reclaim the bog. The general cultivation is pretty carefully executed, but the house-feeding system is only partially carried out.

Offices.—The offices comprise a barn, cow-house, and stable—all of which are in good repair, but badly fitted up. Some additional offices are required.

General efficiency of the Agricultural Department.—A fair amount of agricultural knowledge is imparted to the pupils, and pretty careful cultivation exemplified; but the school would be much more efficient if the remainder of the farm were reclaimed, systematic cropping followed on the entire, and the house-feeding system fully carried out.

CONVOY.—County Donegal.

Pupils.—The proficiency of the pupils is tolerable, but considerable improvement in this respect is desirable.

Farm.—The farm contains an area of about ten acres. It consists of a good productive soil, which has been greatly improved by draining. A systematic course of cropping is followed on it, and very careful cultivation exemplified. There are two drawbacks, however, to its usefulness as a school-farm, viz., its distance from the school (about half a-mile), and the straggling position of one of its fields. That a farm of the kind may be useful, it should immediately adjoin the school, so that the course of cropping and general farm-management pursued would come daily under the notice of the pupils. Such could not be the case here, and therefore I look upon the circumstance as one which greatly militates against the efficiency of the agricultural education afforded. I may also mention that the house-feeding system is not fully carried out.

Offices.—The farm-offices consist of a barn, cow-house, piggery, turf-house, and root-house—all of which are of rude construction, but suit pretty well the circumstances of the case.

General efficiency of the Agricultural Department.—From the foregoing remarks, it will be perceived that I do not estimate very highly the efficiency of this school; still, there are one or two redeeming features connected with it which it would be unfair to overlook, viz., the land is exceedingly well cultivated and a regular rotation of cropping is exemplified.

CARRADOAN.—County Donegal.

Pupils.—With one exception, the agricultural knowledge of the pupils is defective.

Farm.—The farm contains about five acres, and consists of reclaimed bog. It is situated in a bleak district, and crops grown on it are consequently subjected to an unpropitious climate. Its reclamation was effected by the teacher in a very creditable manner, and at considerable labour and expense. In the execution of the work the processes of draining, claying, fencing, &c., were very usefully exemplified. A systematic course of cropping is now pursued on it, and careful cultivation practised. The house-feeding system, however, has never been fully carried out.

Offices.—The farm-offices consist of a cow-house, stable, and barn, all of which are in good repair, and substantial. Some additional offices are required, such as a piggery, dairy, and poultry-house.

General efficiency of the Agricultural Department.—Though much pleased with the extent of improvement effected on this farm, and also with the cultivation pursued, I was rather disappointed at the limited amount of agricultural knowledge which characterized the answering of most of the pupils. That the school has been productive of beneficial effects to some extent, however, I have reason to believe, but that it might be rendered more efficient I am equally convinced.

TOOBAN.—County Donegal.

Pupils.—The pupils possess a very considerable amount of useful agricultural knowledge.

Farm.—The area of the farm attached to this school is about six acres. It is made up of two separate holdings or divisions, one of which immediately adjoins the school, and the other is situated at a short distance

from it. The land is of fair average quality, with the exception of a small portion of boggy ground which has been drained and otherwise improved. On the division next the school a regular rotation has been adopted, and, so soon as circumstances permit, the teacher intends to establish systematic cropping on the other section also. Limited resources appear to have operated against the proper preparatory culture of the land under some of the crops, the evil consequences of which were quite apparent on the day of my visit. The luxuriant crops, however, growing in the garden, showed marked indications of its careful tillage; the only drawback being, that some of the plants grown should have been cultivated in the field, and a more extensive variety of useful garden vegetables substituted in their place. I may further mention, that circumstances have heretofore prevented the adoption of the house-feeding system.

Offices.—The farm-offices are of a very inferior description. They consist of a cow-shed and an apartment for general purposes.

General efficiency of the Agricultural Department.—The agricultural education of the pupils appears to be very fairly conducted, a systematic course of cropping adopted, and an example of the improvement of comparatively worthless land shown. Notwithstanding, therefore, the defects noticed, energy, industry, and perseverance on the part of the teacher, will, I have little doubt, render this little establishment, ultimately, a useful one of its kind. New farm-offices, however, require to be erected, or else the old ones properly repaired and re-modelled.

BOHILL.—County Londonderry.

Pupils.—The proficiency of the pupils is highly creditable.

Farm.—The farm attached to this school contains five acres, and is only in course of reclamation from peat-bog. The portion which has been brought under tillage has been drained and clayed; and, from its appearance, it promises to repay the expenditure incurred in its reclamation in a few years. Limited resources compel the teacher to effect the improvement gradually, and this, perhaps, will be more advantageous than if the entire were performed at once, as it will afford to successive classes of pupils an opportunity of witnessing the performance of the several processes which must be performed in its reclamation. A systematic course of cropping cannot be established till all the farm has been brought into an arable condition, nor can the house-feeding system be pursued.

Offices.—The offices consist of a cow-house and piggery, both of which have been erected by the teacher. Additional offices will be required when all the farm has been reclaimed.

General efficiency of the Agricultural Department.—I was exceedingly well pleased with the amount of useful agricultural knowledge possessed by the pupils at this school, and cannot arrive at any other conclusion than that the seed thus sown must be productive of beneficial effects. Nor can I convincingly satisfy myself that how prejudiced soever a neighbouring farmer might be in his own *modus operandi*, he will *scout*, instead of *imitate* improvements which he clearly sees must result in *profit*.

BALLYOUGRY.—County Londonderry.

Pupils.—The proficiency of the pupils is very imperfect. They are neither sufficiently advanced in education nor in years, to benefit from a course of agricultural instruction.

Farm.—The farm contains about six acres of good arable land, part

of which has been drained and otherwise improved. A systematic course of cropping is pursued on it, and very creditable cultivation practised. The house-feeding system, however, is only partially carried out.

Offices.—The offices consist of a cow-house, a barn, a straw-room, a piggery, a shed for young cattle, a cart-shed, and a cooking-house. Some of these are substantial and others only temporary.

General efficiency of the Agricultural Department.—Notwithstanding the creditable manner in which the cultivation and general management of the farm are executed, yet the meagre amount of agricultural instruction which can be imparted to pupils of so tender years, and so limited an education, renders it very questionable whether this school should be continued in connexion with the agricultural school system of the Board.

BALLYTIBBERT.—County Antrim.

Pupils.—The proficiency of the pupils is only middling. There is consequently room for improvement.

Farm.—The farm connected with this school, including a garden, is about two and a-quarter acres. The garden consists of good arable land, but the farm, of merely reclaimed bog. The distance of the farm from the school is about a quarter of a mile. A systematic course of cropping is pursued, and the general cultivation is *fair*. Some drainage and other improvements are required to bring the land into a proper state of productiveness. The poverty of the land has heretofore prevented the adoption of the house-feeding system.

Offices.—The offices consist of a cow-house and piggery, the latter of which has been erected in a merely temporary manner.

General efficiency of the Agricultural Department.—Beneficial effects to some extent are being produced; but, I am of opinion, that to render the agricultural department sufficiently satisfactory, much still remains to be done. The distance of the farm from the school is a great draw-back to the general usefulness of the establishment.

BALLYCARRY.—County Antrim.

Pupils.—The agricultural pupils possess a very extensive range of useful agricultural knowledge.

Farm.—The farm contains about seven and a-half acres of good arable land, which has been much improved by draining, subsoiling, and levelling old fences. A regular rotation of cropping is followed on it, and an example of very careful cultivation exhibited. Connected with the farm is a vegetable garden, which is also managed in a superior manner. It may be further added, that the house-feeding system is fully carried out.

Offices.—The offices comprise a barn, cow-house, piggery, dairy, and sheds for roots; they are in good repair, and, with the exception of the cow-house, pretty suitable for the respective purposes for which they are intended.

General efficiency of the Agricultural Department.—The agricultural department of this school is very carefully conducted, both as regards the in-door theoretic and the out-door practical agricultural instruction of the pupils. Very satisfactory results have already emanated from its working, and I have every reason to believe that increased usefulness will characterize its future progress.

COLLIN.—County Antrim.

Pupils.—The proficiency of the pupils is very poor.

Farm.—The entire farm contains about seven acres, but only three and a-half have been brought under arable tillage. The soil is of a poor description, and would require for its improvement an outlay of some little capital. A systematic course of cropping has not yet been pursued on it, nor are there any live stock kept at present on the premises. On the whole, with the exception of a vegetable garden, which is pretty fairly managed, I can perceive no example exhibited on it worthy of imitation.

Offices.—There is an old house out of repair which could be converted into a cow-shed.

General efficiency of the Agricultural Department.—Taking into account the imperfect agricultural knowledge of the pupils, the want of anything bordering on systematic cropping, and the complete absence of live stock, I am of opinion that the efficiency of this school is of very trifling importance.

DRUMNAFERN.—County Tyrone.

Pupils.—On my first visit the proficiency of the pupils was very imperfect; on my second visit, great improvement had been effected.

Farm.—The farm consists of about five and a-half acres of good arable land, part of which has been drained; some old fences have been levelled, and a new fence has been made. A regular rotation of cropping is pursued on it, and the general tillage is very fairly executed. The house-feeding system, however, is only partially carried out.

Offices.—The offices consist of a cow-house, barn, and piggery, all of which are in tolerable repair; some improvements might be judiciously effected in the yard.

General efficiency of the Agricultural Department.—The efficiency of this school is very considerably impaired, in consequence of the distance of the farm from it, and the inconvenient mode of communication between them. The in-door agricultural education afforded, however, has, of late, become much more satisfactory. I may also add, that it is much to be regretted that the industrial class has ceased to exist.

BALLYNENOR.—County Tyrone.

Pupils.—The agricultural knowledge of the pupils was very meagre on my first visit, but very considerable advancement had been made in this respect at the period of my second examination.

Farm.—The farm connected with this school contains about forty-five acres, a portion of which has been drained, subsoiled, and otherwise permanently improved. A systematic course of cropping has not yet been established on it, but the necessary steps are being taken to effect this object at as early a period as possible. It is situated pretty conveniently to the school, and were the pupils sufficiently advanced in years to profit from the example exhibited on it, the benefits resulting from its operations would, doubtless, be much more important than, under existing circumstances, they can be. Still, an example of improvement is afforded on it which, if copied by the neighbouring farmers, must be productive of good. The house-feeding system is only partially followed.

Offices.—The offices comprise a cow-house, stable, barn, piggery, and cart-shed. They are only in middling repair, and most of them seem to have been used as farm-offices, merely to meet the exigencies of the case.

General efficiency of the Agricultural Department.—A very fair

amount of useful agricultural knowledge is afforded to the pupils, and a good example of the permanent improvement of wet, boggy land is shown to the neighbouring farmers. These constitute the principal features of the working of the establishment at present, and they cannot well be looked upon as altogether unimportant.

Drumkerl.—County Cavan.

Pupils.—The agricultural knowledge of the pupils is extremely imperfect.

Farm.—The area of the farm connected with this school is about seven acres, four of which have been brought under arable tillage; the remainder is in permanent meadow, and in grass. On the portion cultivated a systematic course of cropping has been established. The land is in an unimproved condition, and will require an outlay of capital to some extent to bring it to its maximum state of productiveness. The position of the farm, though not far distant from the school, is somewhat inconvenient for educational purposes. Energy on the part of the teacher might, in a great degree, overcome this objection, but from the conclusion to which I have come regarding the general working of the agricultural department, I entertain serious doubts in reference to the matter. I may further add, that the house-feeding system is not fully carried out.

Offices.—The offices consist of a cow-house and a piggery, the former of which is on the farm, and the latter, at the teacher's house; neither is of much importance in any point of view. If the business of the place were properly carried out, additional offices would be required.

General efficiency of the Agricultural Department.—I am not at all satisfied with the efficiency of the agricultural department of this school, and will expect a marked improvement on my next visit.

Lough Ramor.—County Cavan.

Pupils.—The proficiency of the pupils was very poor on my first visit, but on my second visit it was tolerably fair.

Farm.—The farm contains an area of about thirteen acres, two of which are under arable culture, six in course of reclamation, two reclaimable, but no improvements yet effected, and three cannot be reclaimed, owing to the rocky nature of the surface. A regular course of cropping is pursued on the two arable acres, and very fair cultivation practised, but some time must elapse before a judicious course can be followed on the rest. The land is of a poor description, and cannot be reclaimed without considerable outlay, in consequence of the rockiness of the ground. Its situation also is very unpropitious, occupying, as it does, the summit and side of a considerably elevated hill. The cattle are for the most part pastured and not house-fed.

Offices.—The offices consist of a barn, a cow-house, an open shed for cattle, and a piggery, and are in tolerable repair. Some improvement in their construction might be judiciously made.

General efficiency of the Agricultural Department.—At present the agricultural department of this school is pretty fairly conducted; still, there is room for improvement.

Taniokey.—County Armagh.

Pupils.—The agricultural knowledge of the pupils is tolerably fair.

Farm.—The farm contains about eight acres of good arable land, a portion of which has been drained and subsoiled. The cropping

pursued is systematic, the land is satisfactorily cultivated, and the house-feeding system is fully carried out.

Offices.—The farm-offices comprise a barn, granary, cow-house, stable, piggery, cooking-house, fuel-house, poultry-house, and dairy. They are all substantial, are in excellent repair, and are both convenient and commodious. They were built by the landlord, Colonel Close.

General efficiency of the Agricultural Department.—On the whole, this school is very fairly conducted; a tolerable amount of useful agricultural knowledge is afforded to the pupils; a regular course of cropping is exemplified, and the house-feeding system is fully carried out. Gradual improvement has characterized its proceedings throughout the past year.

BALLINVALLEY.—County Westmeath.

Pupils.—The agricultural knowledge of the pupils is very satisfactory, and highly creditable to the teacher.

Farm.—The farm is quite small; it contains only about two and a-half acres. The land is rich and productive, and has been brought to its present fertile condition by judicious management. A regular rotation of cropping is followed on it, and the house-feeding system is fully carried out.

Offices.—The offices comprise a cow-shed, a straw-shed, and a piggery. A few additional offices would be advantageous.

General efficiency of the Agricultural Department.—Both the in-door agricultural education of the pupils, and the out-door management of the farm, are so admirably conducted, that I look upon this as a very efficient little establishment, and consider that very important beneficial effects are emanating from its general working, not only to the pupils, but to the small farmers in the neighbourhood.

CLONMELLON.—County Meath.

Pupils.—The agricultural knowledge of the pupils at this school is rather defective. This, perhaps, may be traced to the two following circumstances, viz.:—

1. The children composing the agricultural class are very young, and cannot be expected to possess much general knowledge.

2. The time set apart for affording agricultural instruction is too limited—only, in the whole, one hour and a-half in the week.

Farm.—The area of the farm is about five and a-half acres. It is very conveniently situated, as regards the school, and, with the exception of a wet hollow field in the centre of it, and which, under existing circumstances, cannot be drained, it is land of fair average fertility. It is only right to say, that the teacher has improved the farm very considerably by removing useless interior fences, and by repairing the boundary fence; and, in addition, he has exemplified a useful course of systematic cropping, and has carried out the system of house-feeding the live-stock.

Offices.—The offices consist of a barn, cow-house, piggery, and granary. They are in a poor state of repair, and seem to have been appropriated to farm-offices merely to meet the exigencies of the case.

General efficiency of the Agricultural Department.—Taking into account the youth of the children who receive agricultural instruction, and the limited time set apart for affording it, the efficiency of this school appears to me to be very questionable. That good effects, to some extent, may be resulting from its operations is probable; but,

from the circumstances to which I have referred, their proper development cannot but be greatly impeded.

KILSKYRE.—County Meath.

J. Donaghy, Esq.

Pupils.—The agricultural knowledge of the pupils is highly creditable.

Farm.—The farm contains about two acres, and is situated at a distance of some sixty perches from the school. It has been all drained and subsoiled, and otherwise very much improved. A regular course of cropping is pursued on it; and the general tillage of the several crops is highly creditable.

Offices.—The offices comprise a barn, cattle-shed, piggery, and potato-house, and are all in good repair.

General efficiency of the Agricultural Department.—I regret very much to say that the teacher's demise had taken place some short time previous to my visit. The farm, therefore, will in future cease to be in connexion with the agricultural school-system, as it will be managed by his widow. Nothing can be more satisfactory than the cultivation and general management of this little farm, nor more gratifying than the extensive amount of useful agricultural knowledge possessed by the pupils.

MULLINGAR.—County Westmeath.

Pupils.—The agricultural knowledge of the pupils is defective. I was considerably disappointed at their answering.

Farm.—The farm attached to this school contains about eleven and three-quarter acres of rather indifferent land, but which has been reclaimed and otherwise improved by the teacher. It is situated at a distance of at least a mile from the school; and, consequently, the advantages to the pupils, which proximity affords in such cases, are, in a great degree, if not altogether, lost. No regular course of cropping is pursued on it; nor has the house-feeding system been fully carried out. For some time an industrial class of pupils laboured on it, but this class has been dissolved; and it does not appear that its re-organization is again contemplated. More than half the land is in grass, the remainder is under tillage, and its cultivation fairly attended to.

Offices.—The offices comprise only a barn and a piggery, both of which are in a tolerable state of repair.

General efficiency of the Agricultural Department.—From the circumstances referred to in the foregoing remarks, I do not look upon the agricultural department of this school, with regard to efficiency, in a very favourable light. No doubt, some beneficial effects are emanating from its operations, but they should be more extensive to be satisfactorily useful.

RATOATH.—County Meath.

Pupils.—The pupils possess a fair amount of agricultural knowledge.

Farm.—The extent of the farm is about eight acres. Its situation, in reference to the school, is very convenient. The land is of good quality, and is cultivated and cropped in a satisfactory manner; but the house-feeding system has not yet been adopted. Most of the surrounding district is kept in permanent pasture, and it would be no easy task to convince the farmers that a system of tillage would be more profitable.

Offices.—The offices comprise a dairy, potato-house, and coal-house, all of which are in good repair. A cow-house is required, and will be erected by the teacher at an early period.

General efficiency of the Agricultural Department.—This is a boarding establishment as well as a day school, and the boys in attendance possess a rather greater amount of general intelligence than is usually met with in ordinary schools. In addition to the usual branches which constitute the programme of studies, they are taught the principles, and, to some extent, the practice of improved husbandry; and I have no doubt that the knowledge which they are thus acquiring on agricultural subjects will prove highly useful to them in after-life, be their profession what it may.

WOODPOLE.—County Meath.

Pupils.—The proficiency of the pupils in useful agricultural knowledge is very satisfactory, and reflects much credit on the teacher.

Farm.—The extent of the farm is about sixteen and a-half acres. The land is rather poor in quality, and will require careful cleaning and good manuring to bring it to its maximum state of productiveness. Considerable improvement in the way of levelling old useless fences, and erecting new and efficient ones, has already been effected by the present teacher; and proper steps are being taken to establish systematic cropping. The cultivation and general management also are carefully attended to. Under existing circumstances the house-feeding system cannot for some time be introduced, but ultimately it will be.

Offices.—A few old houses have been set apart for farm offices, but most of them are in bad repair, and ill-adapted to the purpose. They consist of a barn, cow-house, dairy, and turf-house. New offices would be required.

General efficiency of the Agricultural Department.—The agricultural department of this school, both as regards the in-door and out-door instruction of the pupils, is conducted in a very efficient manner, and will, I have no doubt, be productive of much good in the surrounding district.

RATHCLINE.—County Longford.

Pupils.—The pupils have made as much progress in agricultural knowledge as could reasonably be expected, considering the short period which has elapsed since the agricultural department was taken into connexion with the Board.

Farm.—The farm is very small; it contains only about two and a-quarter acres. A portion of it has been drained, and some other improvements of a permanent nature effected. A three-crop rotation will be followed on it as soon as circumstances will permit; and whatever amount of live stock it can maintain will be kept in the house. The school-house stands on the centre of the farm, so that the pupils have a good opportunity of witnessing the performance of the different operations.

Offices.—No farm-offices are at present on the premises; but the teacher intends to erect those which may be considered necessary, at an early period.

General efficiency of the Agricultural Department.—The agricultural department of this school is only in its infancy. Important effects, therefore, cannot reasonably be expected to have yet emanated from its operations.

Killinagh.—County Roscommon.

Pupils.—The proficiency of the pupils is very satisfactory, and clearly indicates that their education has been very carefully attended to.

Farm.—The farm contains about eight and a-half acres. It consists of reclaimed bog, and is considerably productive. A four-crop rotation is followed on one section of it, and it is intended to pursue a three-crop on the remainder. Careful tillage and good management characterize the general farming operations. In short, this little farm presents an excellent example of the reclamation and gradual improvement of deep bog, of systematic cropping, and of persevering industry; and cannot fail to be productive of good effects in the neighbourhood. As yet, the house-feeding system has been only partially carried out.

Offices.—The offices consist of a cow-house, piggery, dairy, barn, and cooking-house. They were recently erected by the landlord, L. French, Esq., and are substantial and in excellent repair.

General efficiency of the Agricultural Department.—The agricultural department is very efficiently conducted, and has attracted considerable attention. The pupils receive a good agricultural education, as well as an excellent industrial training, and thus prepared, it is not too much to expect, that, through their instrumentality, desirable changes will be effected in the agricultural practices of the district. Already various improvements of the kind referred to have been noticed.

Geevagh.—County Sligo.

Pupils.—The agricultural knowledge of the pupils is very satisfactory.

Farm.—The farm is small—it contains only two acres. The land, however, is good, and is well cultivated and systematically cropped. The house-feeding system is fully carried out throughout the entire year, and a useful example of careful culture and sedulous industry exhibited.

Offices.—The offices comprise a cow-house and piggery, both of which are in tolerable repair. A dairy and poultry-house, in addition, would be very advantageous.

General efficiency of the Agricultural Department.—A very considerable amount of useful and important agricultural information is imparted to the pupils, which, if properly attended to in after-life, may, in its own way, be as valuable as a knowledge of some of the leading rules in arithmetic.

Upper Arigna.—County Sligo.

Pupils.—So far as I can form an opinion, the pupils possess a *fair* amount of agricultural information. As my visit, however, was made on an unfavourable day (Saturday)—a day on which the attendance at country schools is generally extremely small—I was unable to form as accurate an opinion on this point as if my visit had been made on a different day.

Farm.—The farm contains about nine and three-quarter acres, six acres of which are under arable tillage, three roods in course of reclamation, and the remainder in its original condition—a barren heath. It is situated about half way up the side of a mountain which is 1,098 feet above the level of the sea, and its general surface is so steep, that the manure has to be carried on the backs of labourers to the different fields. The arable land has been all reclaimed by the

teacher—a task which must have required great assiduity, and incurred considerable expense. A regular four-crop rotation is followed on the part reclaimed; and, under the circumstances, the general cultivation is very satisfactorily executed. As yet, the house-feeding system has not been adopted.

Offices.—A cow-house is the only office which can, with strictness, be mentioned as existing. There is, however, in addition, what is called a piggery; but it is merely a substitute for one. Both are in bad repair.

General efficiency of the Agricultural Department.—The agricultural knowledge of the pupils is *fair;* and, taking into account the up-hill work that must be performed in the tillage of the land, the general cultivation is satisfactory. On the whole, if the example of industry and general cultivation exemplified be copied by the neighbouring occupiers, beneficial effects must emanate from the working of the school.

LAHARDANE.—County Mayo.

Pupils.—The pupils have a fair knowledge of the principles of agriculture.

Farm.—The area of *that* portion of the teacher's farm which is set apart for the agricultural training of the pupils is about four and a-quarter acres. Improvement to a considerable extent has been effected, and the cropping and tillage are satisfactorily performed. The house-feeding system, however, has not yet been exemplified.

Offices.—The offices comprise a cow-house, piggery, and poultry-house. The cow-house is in tolerably good repair, and, if properly fitted up, would suit the purpose pretty fairly; but the piggery and poultry-house are only *such* in name.

General efficiency of the Agricultural Department.—A considerable amount of agricultural knowledge is imparted to the pupils, and a good example of persevering industry exemplified; but, in a few important particulars, there is room for improvement.

IV. WORKHOUSE AGRICULTURAL SCHOOLS.

LONDONDERRY.—County Londonderry.

Pupils.—The agricultural knowledge of the pupils is tolerably fair; but improvement in this respect is desirable. The deficiency referred to seems to have arisen from the circumstance that all the advanced and well-prepared boys had been engaged by the farmers in the neighbourhood previous to my visit.

Farm.—The farm contains about eight acres, two of which are specially set apart for the agricultural training of the pupils, the remainder being laboured by the adults. On the plot thus set apart garden and field vegetables are principally grown, and the entire labour attendant upon their cultivation is performed by the pupils. A systematic course of cropping is followed on it, and the general business connected with its management executed in a very creditable manner. The farm produce is used in feeding a number of milch cows for the use of the establishment—a course which, if generally adopted in workhouses, would not only, in my opinion, be economical, but would also afford an excellent opportunity to the pupils of becoming practically acquainted with the feeding and attendance of cattle—a kind of knowledge which would greatly enhance their value as farm servants.

Offices.—The offices comprise a cow-house, straw-shed, piggeries, dairy, and tool-house—all of which are in good repair.

General efficiency of the Agricultural Department.—The agricultural department, with the exception to which I have referred, is conducted in a very creditable manner.

COLERAINE.—County Londonderry.

Pupils.—The proficiency of the agricultural pupils is pretty satisfactory. In this case, as well as in that of Londonderry, most of the advanced boys had just been engaged by the neighbouring farmers before my visit. Perhaps it is as well to mention, that at this workhouse, as well as at many others, theoretical instruction is afforded by the literary teacher, and practical by the agriculturist.

Farm.—The farm contains nine, and the garden grounds three acres, both of which, as regards their cultivation and cropping, are under the superintendence of the master of the house, who acts as agriculturist. The cultivation, especially of the garden grounds, is pretty carefully attended to, and the cropping is systematic. Some pigs are kept, but no cows. On the whole, a very fair opportunity is afforded for the industrial training of the pupils, and I have no doubt that much good has resulted from the course pursued.

Offices.—The offices comprise only a piggery and a tool-house.

General efficiency of the Agricultural Department.—The agricultural department is conducted in a pretty satisfactory manner, but it might be rendered much more efficient, as regards the industrial training of the pupils, by keeping milch cows, and exemplifying the house-feeding system.

ANTRIM.—County Antrim.

Pupils.—The proficiency of the pupils is exceedingly creditable. Here, also, the in-door instruction is afforded by the literary teacher, and the out-door by the agriculturist.

Farm.—The farm, together with the garden grounds, comprises an area of about eighteen and a-half acres. The land at present is in a high state of fertility, and has been brought to its present condition by the exertions of the agriculturist, who has both drained, trenched, and otherwise improved the greater part of it. Systematic cropping is followed on both the farm and garden grounds, and the most careful culture practised. Milch cows, a horse, and some pigs are kept; and, in short, a very complete exemplification of farm management in its different details exhibited.

Offices.—The offices consist of a cow-house, stable, piggery, and tool-house, all of which are in good repair.

General efficiency of the Agricultural Department.—Nothing can be more satisfactory than the manner in which the agricultural department is conducted; nor, under the circumstances, can I fancy any course of industrial training which would likely be more conducive to the best interests of the poor boys who are receiving it, than the one which is afforded.

BALLYMENA.—County Antrim.

Pupils.—The pupils possess a fair amount of agricultural knowledge; still, there is room for improvement.

Farm.—The area of the farm, including the garden grounds, is about ten acres. The land is good, and has been improved by subsoiling. Systematic cropping has not yet been established on it, but it is in course of adoption. Careful cultivation is practised, and judicious management pursued. No live-stock, however, are kept.

Offices.—There is merely a tool-house.

General efficiency of the Agricultural Department.—The efficiency of the agricultural department of this establishment is at present pretty fair, and is gradually progressing, particularly in the practical working of the farm.

BALLYMONEY.—County Antrim.

Pupils.—The agricultural knowledge of the pupils was very satisfactory on my last visit, and appears to be gradually improving.

Farm.—The farm contains about thirteen and a-half acres. The land is of good quality, and is in high condition. The greater part of it has been drained, subsoiled, and otherwise improved. The cropping is carried out systematically, and the cultivation is in the highest degree creditable. A horse, milch cows, calves, pigs, and poultry, are kept, and the house-feeding system followed throughout the year.

Offices.—The offices comprise a barn, stable, cow-house, piggery, tool-house, and storehouse.

General efficiency of the Agricultural Department.—The agricultural department of this workhouse is exceedingly efficient. In addition to a good theoretical agricultural education, the pupils are receiving an excellent practical industrial training both in the field and in the farm-yard, and are thus being prepared as intelligent, active, and skilful farm servants, who will, in all likelihood, perform their duties in after-life satisfactorily to their employers, and creditably to themselves.

BALLYCASTLE.—County Antrim.

Pupils.—The children are too young to profit by a course of agricultural instruction. At present there is neither an agricultural teacher nor an organized agricultural class.

Farm.—The farm, including the garden grounds, contains an area of about seven and a-quarter acres. Most of the land has been drained and subsoiled, and thus very much improved. Systematic cropping has not yet been established, but the general cultivation is fairly executed. Some cows and pigs are kept, the former of which are house-fed in winter, and pastured in summer.

Offices.—The offices comprise a cow-house, barn, piggery, tool-house, straw-shed, and hay-loft.

General efficiency of the Agricultural Department.—No provision at present exists for affording agricultural instruction to the pupils. Indeed, from the extreme youth of the boys, and from their limited education, it is questionable whether any course of agricultural education would prove of much service.

BELFAST.—County Antrim.

Pupils.—The pupils possess a tolerable amount of useful agricultural knowledge.

Farm.—There is only an area of about one and a-quarter acres set apart, at this workhouse, for the agricultural training of the pupils; and this is cultivated, and judiciously so, as a vegetable garden. The soil is of a stiff and untractable quality, very difficult to labour, and not well adapted for garden purposes. It has, however, been considerably improved by draining, and the application of manures. Systematic cropping is pursued on it, and careful tillage practised.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department is considerably efficient, and I have no doubt that

through its instrumentality very beneficial results are being produced. From the limited extent of ground, however, the sources of instruction must be proportionally limited, and, therefore, the same degree of efficiency cannot be expected as if those sources were more extensive.

LARNE.—County Antrim.

Pupils.—The agricultural knowledge of the pupils is very satisfactory.

Farm.—The farm, including the garden grounds, contains an area of about seven acres. The land has been all drained and subsoiled. It is of excellent quality, and in a high state of fertility. Systematic cropping has not yet been, but is in course of being, adopted. The cultivation pursued is in the highest degree creditable. No live-stock are kept.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—This is a very useful establishment of its class. The pupils are receiving a good *in-door* agricultural education, and an excellent *out-door* industrial training.

STRABANE.—County Tyrone.

Pupils.—The agricultural knowledge of the pupils is very creditable, and clearly indicates that much care and attention have been given to their instruction.

Farm.—The extent of the land in arable tillage is about nine acres. The soil is rich and productive; the cropping pursued is regular and judicious; and the cultivation bestowed is in general careful. A few pigs, but no cows, are kept.

Offices.—Only a tool-house and a piggery.

General efficiency of the Agricultural Department.—The agricultural department of this establishment is conducted in a very satisfactory manner, both as regards the useful agricultural knowledge imparted, and the systematic cropping exemplified.

NEWTOWNARDS.—County Down.

Pupils.—The agricultural knowledge of the pupils is defective, and would require particular attention.

Farm.—The farm and garden grounds comprise an area of nine acres, of which the latter occupies an extent of about four acres. The land is of good average quality, and in a high state of fertility. Part of it has been drained and subsoiled, and otherwise improved. Both garden and field-culture is exemplified, but the cropping in regard to the latter has not yet been properly systematized. The tillage, however, is very carefully executed. A few pigs, but no cows, are kept.

Offices.—The offices consist of a stable, barn, piggery, and tool-house.

General efficiency of the Agricultural Department.—The agricultural department is very satisfactory in regard to an exemplification of the culture of most of our useful garden and field crops, but in order to increase its efficiency, the pupils should receive a sound agricultural education, and the crops in the farm, as well as in the garden, should follow each other in regular rotation.

BANBRIDGE.—County Down.

Pupils.—The agricultural knowledge of the pupils is very satisfactory.

Farm.—The farm contains about six and a-quarter acres, and the

garden-grounds one and three-quarter acres. The land has been all drained and subsoiled, and is rich and productive. The cropping pursued consists of an alternation each year of *root* and *grain* crops, a system which could not be well carried out by a country farmer, unless he could procure a sufficiency of manure yearly for half the extent of his farm. As this can, in most cases, be done at workhouses, where, generally, there is an almost inexhaustible source of manure, the mode of cropping referred to, being a profitable one, is in some instances adopted. It is not a course, however, which can be copied generally. The cultivation is very creditably executed. No live-stock are kept.

Offices.—Only a barn and a tool-house.

General efficiency of the Agricultural Department.—The pupils are receiving a very considerable amount of useful agricultural knowledge, both practical and theoretical, which, with the industrial habits engendered, must prove of incalculable service in after-life.

Monaghan.—County Monaghan.

Pupils.—The pupils possess a very satisfactory amount of useful agricultural knowledge.

Farm.—The small plot of ground set apart for the agricultural training of the pupils contains only about one and one-eighth acres. It is of excellent quality, and is in a high state of fertility. Garden and field vegetables are cultivated on it, and regular and systematic cropping exemplified. All the labour attendant upon the production of the crops is performed by the pupils, and they have also an opportunity of occasionally engaging in the work connected with the rest of the garden grounds. The cultivation, as regards cleanliness and efficiency, is very creditable.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural training of the pupils, so far as it can be carried out on the small plot of ground set apart for the purpose, is very useful and satisfactory, but it falls much short of what is effected at workhouses where more extensive means are provided for effecting the same object.

Castleblayney.—County Monaghan.

Pupils.—The pauper male children over five and under fifteen years of age were all removed from this workhouse to Monaghan workhouse on the 29th of September, 1855, and the services of the male teacher dispensed with; consequently, the connexion previously existing between the Board and the agricultural department of this house ceased at that period.

Carrickmacross.—County Monaghan.

Pupils.—The proficiency of the pupils is satisfactory.

Farm.—The plot of ground connected with this house, and which has been appropriated to the agricultural training of the pupils, contains about two acres. The land has been all drained, subsoiled, and trenched, and at present is in a rich and fertile condition. The cropping pursued consists only of field and garden vegetables, the entire cultivation of which is performed by the pupils. Systematic cropping is exemplified, and the general management and tillage executed in a manner which reflects great credit on the superintendence.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricul-

tural department is conducted very satisfactorily, according to the class of schools to which it belongs.

CLONES.—County Monaghan.

Pupils.—The pauper boys belonging to this workhouse were removed to Monaghan workhouse on the 3rd of August, 1855, consequently the connexion between the agricultural department of the former and the Board of Education ceased at that date.

NAVAN.—County Meath.

Pupils.—The pupils possess a tolerably fair amount of agricultural knowledge.

Farm.—Only a small plot of garden ground, containing about one acre and a-half, is set apart for the agricultural training of the pupils. The land has been all trenched, and is now in good arable condition. A regular course of cropping, embracing field and garden vegetables, has been established; and the cultivation of the land, the entire of which is performed by the pupils, is executed in a satisfactory manner.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department, both as regards the theoretical and practical knowledge of the pupils and the cultivation of the land, is pretty satisfactorily conducted, and is gradually increasing in efficiency.

OLDCASTLE.—County Meath.

Pupils.—The agricultural knowledge of the pupils is tolerably fair, still there is great room for improvement.

Farm.—The farm, including the garden grounds, contains about five acres. The soil is of good average fertility; some of it has been trenched and otherwise improved. Field and garden vegetables are grown on the garden grounds in systematic order, but no regular cropping appears to be followed on the remainder of the land. The general cultivation is not so satisfactory as it should be. This, it would appear, has arisen from a scarcity of able-bodied paupers in the house.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department does not appear to be as efficiently conducted as it might be. Improvement is necessary.

TRIM.—County Meath.

Pupils.—The agricultural knowledge of the pupils is very defective.

Farm.—The extent of the farm, or rather garden grounds, is about two acres and three-quarters. The land has been much improved. The cropping consists of field and garden vegetables, which are grown in systematic order. The cultivation is very fairly executed.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The in-door agricultural instruction of the pupils is very unsatisfactory, but the cultivation of the land is very carefully performed.

DUNSHAUGHLIN.—County Meath.

Pupils.—The pupils possess a tolerable amount of agricultural information, but there is room for improvement.

Farm.—The extent of ground allocated to the agricultural training of the pupils is about one acre. The land has been both drained and trenched. A regular rotation of crops is only in course of adoption. The cultivation is pretty satisfactory.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department is conducted in a tolerably efficient manner, and this degree of efficiency I expect will be gradually increasing.

KELLS.—County Meath.

Pupils.—The proficiency of the pupils is tolerable.

Farm.—The farm contains about three acres and a-quarter. The land has been very much improved. Systematic cropping, consisting of field and garden vegetables, is pursued, and *fair* cultivation practised.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—A useful course of garden cropping is exemplified, and a considerable amount of agricultural information imparted.

GRANARD.—County Longford.

Pupils.—The proficiency of the pupils is very satisfactory.

Farm.—The garden grounds contain about four and a-half acres, of which one acre is set apart for the industrial training of the pupils. The land is good, and carefully cultivated. Systematic cropping, however, is only in course of adoption. Field and garden vegetables only are grown.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural training of the pupils appears to be very fairly attended to, both as regards theoretical and practical instruction.

BALLYMAHON.—County Longford.

Pupils.—The proficiency of the pupils, under the circumstances, is fair. The agricultural department was only recently taken into connexion.

Farm.—The extent of the entire farm is about eleven acres, only a portion of which has been reclaimed, and brought under arable culture. The reclamation of the remainder, however, is being gradually proceeded with. Systematic cropping, consisting of field and garden vegetables, is pursued on the reclaimed part, and creditable cultivation exhibited.

Offices.—The offices consist of a stable and tool-house.

General efficiency of the Agricultural Department.—This promises to be a very useful school of its kind. It is only yet, however, in its infancy. The operations of draining, levelling, &c., are very creditably exemplified.

LONGFORD.—County Longford.

Pupils.—The proficiency of the pupils is not satisfactory; improvement in this respect is greatly required.

Farm.—The area of the farm is about eight and a-half acres. Systematic cropping has not yet been, but is in course of adoption. The cultivation was very defective at the date of my first visit, but it has greatly improved since.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department has not yet been conducted in a properly efficient manner; but as some improvement in the general cultivation has been effected, and as the materials exist for rendering it a useful establishment, I anticipate that gradual advancement will characterize its future proceedings.

CARRICK-ON-SHANNON.—County Leitrim.

Pupils.—The agricultural knowledge of the pupils is highly creditable. Very considerable care and attention must have been given to their instruction.

Farm.—The ground set apart for the industrial training of the pupils contains about four acres. The land has been very much improved. Garden cropping is systematically followed, and field-cropping is in course of adoption. The tillage, and general details of management appear also to be very carefully attended to.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department is conducted in an exceedingly efficient manner, both as regards the theoretical instruction and the practical training of the pupils.

STROKESTOWN.—County Roscommon.

Pupils.—The pupils possess a considerable amount of useful agricultural knowledge.

Farm.—The area of the farm is about ten and three quarter acres, on a section of which a judicious course of garden cropping is followed; and on another, proper steps are being taken to establish a regular field rotation. Part of the land has been drained, old fences levelled—and, on the whole, considerable improvement effected. The tillage also is very fairly executed.

Offices.—The offices consist of a stable and tool-house.

General efficiency of the Agricultural Department.—Both the agricultural instruction of the pupils and the general management of the land are very fairly attended to. Gradual improvement is a leading feature in the working of the establishment.

MOHILL.—County Leitrim.

Pupils.—The agricultural knowledge of the pupils is very defective.

Farm.—The ground attached to this house contains about two acres. The land has been drained, subsoiled, and otherwise improved. Field and garden vegetables are grown on it, but not yet in sufficiently systematic order. The cultivation, also, requires some more attention than is apparently given to it.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—Taking into account the comparatively short period that the agricultural department of this school has been in connexion with the Board, much progress, either in the agricultural knowledge of the pupils, or in the cropping and cultivation of the land, could not be expected.

ROSCOMMON.—County Roscommon.

Pupils.—The state of proficiency is extremely imperfect.

Farm.—The area of the farm is about six and a-half acres. The land is on the whole good if properly managed. Subsoiling to some extent has been executed. Systematic cropping has not yet been adopted; nor is the cultivation sufficiently clean.

Offices.—Only a tool-house and a stable.

General efficiency of the Agricultural Department.—The frequent changes which have taken place in the situation of agricultural teacher, and I believe necessarily so, have greatly retarded not only the agricultural education of the pupils, but also prevented, in a great

degree, the proper tillage and cropping of the land. There is great room for improvement both in the in-door and out-door agricultural education of the pupils at this workhouse.

SWINEFORD.—County Mayo.

Pupils.—The agricultural knowledge of the pupils is considerably defective.

Farm.—The farm contains about eight acres. A portion of it has been drained and subsoiled; and all of it is in good arable condition. Systematic cropping has not yet been exemplified, but it is intended that it will be as soon as circumstances permit. Both *field* and *garden* crops are grown, and their cultivation exceedingly well attended to. A few pigs are kept.

Offices.—Only a tool-house and a piggery.

General efficiency of the Agricultural Department.—A more extensive knowledge of agricultural subjects by the pupils, and an exemplification of correct successional cropping on the farm, would greatly increase the efficiency of the agricultural department. At present, however, the *tillage* of the land is very satisfactorily executed.

WESTPORT.—County Mayo.

Pupils.—The agricultural class was merely re-organized under recently appointed officers, the master of the house and the schoolmaster, at the date of my first visit; and, of course, the members of it were totally ignorant of either the principles or practice of agriculture. Subsequent changes have completely upset the system of instruction intended to be afforded.

Farm.—The extent of the garden grounds is about four acres. The land has all been reclaimed, and is now in fair arable condition. Regular cropping appears to have never been adopted. The cultivation, also, is very much neglected.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department appears to have never been conducted with efficiency, either as regards the agricultural instruction of the pupils, or the general cultivation of the land.

BALLINROBE.—County Mayo.

Pupils.—The amount of useful agricultural knowledge possessed by the pupils is extremely creditable.

Farm.—The ground set apart for the agricultural training of the pupils contains an area of about three acres. The land is good, and in a high state of fertility. A systematic course of *field* and *garden* vegetables is followed, and exceedingly clean, deep, and effective cultivation practised.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural education and industrial training of the pupils are carried out here—so far as the cultivation of field and garden vegetables are concerned—in a most satisfactory and creditable manner.

CLAREMORRIS.—County Mayo.

Pupils.—The pupils have acquired a tolerable amount of agricultural information; increased attention, however, to both their in-door and out-door instruction is necessary.

Farm.—The content of the garden grounds is about four acres. Some improvements have been effected on the land, but drainage is

still required. The cropping consists of *field* and *garden* vegetables, potatoes being the predominating crop. The cultivation is pretty fairly attended to.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department has only been a short time in connexion with the Board. It is expected, therefore, that its efficiency will be gradually increasing.

NORTH DUBLIN UNION.—County Dublin.

Pupils.—The agricultural knowledge of the pupils is exceedingly creditable.

Farm.—The farm contains an area of about eight acres. The land is very rich and fertile, and has been rendered very productive by draining, trenching, and good management. Systematic cropping—consisting of field and garden vegetables—is pursued, and tillage of the cleanest and most effective kind practised.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—The agricultural department is conducted in a most efficient manner, both as regards the education imparted, and the cultivation, cropping, and general management exemplified.

BALROTHERY.—County Dublin.

Pupils.—The agricultural knowledge of the pupils is extremely imperfect; nor does there appear to be sufficient exertion used to remedy the deficiency.

Farm.—The plot of ground set apart for the agricultural training of the pupils contains about one acre. The land has been drained and trenched. It is cultivated as a vegetable garden; but a systematic course of cropping is not properly followed out. The general tillage is fairly executed.

Offices.—Only a tool-house.

General efficiency of the Agricultural Department.—So far as I can form an opinion, the agricultural instruction of the pupils is not properly attended to, and, consequently, the agricultural department is effecting little, if any good.

BELMULLET.—County Mayo.

The agricultural department of this workhouse school has ceased to exist, in consequence of the removal of the male pauper children belonging to it, to the Ballina workhouse.

V. SCHOOL GARDENS, managed by the Commissioners.

GLASNEVIN INDUSTRIAL SCHOOL GARDEN.—County Dublin.

Pupils.—The pupils possess a very considerable amount of both horticultural and agricultural knowledge.

Garden.—The garden contains an area of about one and three-quarter acres. It is divided into three distinct sections, on each of which systematic rotations of garden and field vegetables are grown. One of these sections is divided into six allotments, and handed over to six of the most meritorious pupils for cultivation; the expenses attendant upon which they bear, and pocket the income. The two other sections are laboured by the boys who constitute the industrial class, each of whom receives from the Commissioners, for the services thus rendered, 6*d.* per week. The time employed is about two hours per day. Besides the means of instruction thus afforded, the cultivation and management of fruit trees and flowers are also exemplified.

Offices.—Attached to the garden is a piggery, in which some six or eight pigs are kept, and receive the greater part of their feeding from the refuse of the different crops. The preparation of the food for these animals, and the performance of any other matters connected with them, are all attended to by the pupils.

General efficiency of the Industrial Department.—The amount of useful and valuable knowledge, both as regards horticulture and agriculture, which this establishment is affording is very satisfactory, and must, unquestionably, be of the greatest importance to those who are its recipients.

VI. School Gardens, managed by the Pupils.

Loughglynn School Gardens.—County Roscommon.

Pupils.—The state of proficiency of the pupils as regards both horticultural and agricultural knowledge is very creditable.

Gardens.—Besides the garden attached to the school, the pupils belonging to the agricultural class cultivate their own gardens at home, under the superintendence of the teacher. At present there are twenty-three such gardens studded over a district of country some two or three miles in radius from the school. The labour is performed before and after school-hours; and the superintendence, by the teacher, is afforded in regular and successive visits during the same leisure hours. All the gardens are cropped with the more useful garden vegetables in a systematic manner; and most of them have a plot exclusively appropriated to the cultivation of flowers. In order to stimulate exertion, the patron holds an annual exhibition of the productions of the several gardens, and awards prizes to the successful competitors. Many of the gainers of those prizes have, through their instrumentality, most materially bettered their condition, whilst all of them have derived more or less benefit from them.

General efficiency of the Industrial System pursued.—I look upon the system pursued as one of great value and importance, not only to the pupils themselves, but also to the cottagers and occupiers of small holdings in the surrounding neighbourhood. Taking into account the valuable instruction imparted, the systematic cropping pursued, the clean and effective tillage practised, the industrious habits formed, and the useful example afforded, I really cannot even fancy grounds from which a different opinion could be drawn.

General Observations.

The schools enumerated are all situated to the north of the Midland Great Western Railway, and embrace about one-half of Ireland. Some time after Mr. Brogan's re-appointment, he and I made an arrangement that he should take charge of the schools south of the line mentioned, and that I should take charge of those north of it. Though not sanctioned officially, we have, for the most part, acted on this arrangement; and it appears to me that it has tended very much towards the discharge of our duties with greater facility and system. It is, perhaps, necessary in addition to say, that previous to the division of the country into the two districts mentioned, Mr. Brogan visited and reported on some of the schools in the northern, and I in turn, on some of those in the southern districts. In the present report, however, I have left unnoticed all schools which are not within the bounds of my own district, and I believe my colleague has followed a similar course.

The following table exhibits at a glance the number and description of schools embodied in this report, all of which were in connexion at the end of 1855, viz.:—

Model agricultural schools exclusively managed by the Commissioners,	6	
Ditto, under local management, . . .	9	
		— 15
Ordinary agricultural schools managed by the teachers, . . .		27
Workhouse agricultural schools, ...		*34
School gardens managed by the Commissioners, ...		1
Ditto, managed by the pupils, ...		1
Total, ...		78

In the notice which I have taken of each school, I have endeavoured to state as briefly as possible a few of the more important points connected with its present condition, in order to enable you the more readily to form a correct judgment regarding its state of efficiency. With very few exceptions nothing, in my mind, can be more satisfactory than the gradual progress in improvement which characterizes the working of the entire; nor any thing more gratifying than the efficient manner in which, in most instances, the in-door and out-door agricultural instruction of the pupils is conducted.

The majority of those schools which are *under the exclusive management of the Commissioners*, (in the northern district), are either only in partial operation or in their infancy. The same amount of good, therefore, cannot be expected from them at present, as if they had been in full operation for a reasonable time. Those of them, however, which have been fully organized and placed in complete working order, are showing an example—whether in the reclamation and improvement of the land—the establishment or the pursuit of correct cropping and tillage, or in the superior management of the different departments of the home-stead, which has already been copied to a considerable extent, and which cannot ultimately fail to be extensively practised; whilst the valuable course of instruction afforded to the pupils on all the operations, systems, and modes of improved husbandry must, in time, have the effect of rooting out those prejudices which have so long opposed a barrier to the onward march of agricultural improvement.

The model agricultural schools which are *under local management* have, for the most part, been in active operation for many years. They are therefore in good working order, and, with perhaps, a single exception, are carrying out the objects of the agricultural school system with an earnestness and zeal which reflect great credit on their superintendents. At these establishments as well as those managed by the Commissioners, agricultural education is afforded to three classes of pupils, viz.:—to the *agricultural*, the *industrial*, and the *boarding* classes. Perhaps it is as well to remark that Templemoyle —recently added to our lists—is an exception to this general statement. At that institution all the young men are boarded and lodged on the premises. At all those schools, however, an excellent preparatory course of instruction and industrial training is given, to qualify the pupils for admission to the central training institution at Glasnevin—where they finish their education; a correct course of cropping, good tillage, and superior farm management are also exemplified—the results of which are not exclusively confined to their own premises, but are to be very frequently seen in the well-drained and judiciously cultivated fields of some neighbouring farmers.

* Dressog and Kednaminsha have been struck off the rolls.

J. Donaghy, Esq.

In regard to the *ordinary agricultural schools*, they are in general conducted in a very satisfactory—indeed in some instances—very creditable manner. However, the impression on my mind is, that *some* of them are not managed so efficiently as they should be. This may arise from want of sufficient capital on the part of the teacher—from want of proper energy—or from want of that support and countenance from patrons which small establishments of the kind always require. On the whole, notwithstanding, they are effecting great good; and it only requires the exercise of perseverance, vigour, steadiness of purpose, and proper means on the part of the teachers, coupled with that support from the proprietors of the soil, which should always be freely given where good results are likely to ensue from it, to render them extensively useful and beneficial to the country. I could quote many instances in which schools of this class have effected most important changes in the usual defective agricultural practices of the localities in which they are situated. In one case, which came under my notice, the usual practice was to take three or four grain-crops off the land in succession, and then permit it to rest, for years, till it ultimately produced the grasses natural to it, and no doubt also the weeds. In time a small ordinary agricultural school was established in the neighbourhood. The teacher—a man of perseverance, extensive general knowledge, and industrious habits—set to work in earnest on his little holding, improved it permanently, and established a regular course of cropping. His practice was to clean the land thoroughly when in root-crops, and in the ensuing year to follow the roots with grain laid down with improved grasses and clover-seed. The result was most astonishing to his neighbours; and, at the present time, there is scarcely a farmer in the locality who has not abandoned the old practice and follows the new. Neither time nor space permits me to adduce additional instances, but numerous others could be given. All the ordinary agricultural schools have an agricultural class—composed of the day-school boys—and some of them have both an agricultural and industrial class. Schools of the latter kind are much more efficient than those of the former, as the boys belonging to the industrial class work on the farm daily, for a definite time, and thus become acquainted with the proper mode of performing the different agricultural operations with efficiency, whilst at the same time they acquire habits of industry and forethought. It is greatly to be regretted that there is not an industrial class forthcoming, in every one of those schools. The parents, however, object in most instances to the employment of their children at labour, for one or two hours daily, without payment for their services; and this, the poor teacher, in most cases, is unable to meet.

The Workhouse Agricultural Schools, likewise, are in general conducted very satisfactorily, in some cases with great efficiency, though an occasional exception now and again presents itself. In some of them the pupils have an opportunity of acquiring a pretty extensive practical knowledge of the details of farm management on an ordinary scale. In others, the land attached to the house being of comparatively small area, the sphere of operations is more confined, and instruction on the cultivation of farm and garden vegetables merely afforded. In all cases, however, the pupils have an opportunity of obtaining a very considerable amount of both agricultural and horticultural knowledge, and of becoming acquainted with the mode of performing the different kinds of work. The training and education

thus afforded appear to me to be of the utmost importance, not only to the poor boys themselves, but to the country which supports them. Possessed of considerable agricultural knowledge, and a fair amount of intelligence, and inured to industrial labour, they leave the workhouse when able to earn a livelihood, engage as farm servants, procure the means of subsistence, and whilst gifted with health never desire again to enter its precincts. If bred up in idleness the result would be quite different; they would be nothing but a burthen, if not worse, on society. But agricultural education in the workhouse is gradually losing ground, and that too from a very pleasing and desirable cause. Pauperism during the last few years has diminished to so great an extent, that in many cases all the educated and advanced boys have left, and only children, of too tender an age and limited an education, to profit from a course of agricultural instruction, at present remain. From this cause a gradual diminution of the workhouse schools may be expected. It is very pleasing, however, to contemplate that the work already performed, in regard to the course of instruction afforded, has been productive of great good.

The School Gardens are conducted with carefulness, zeal, and ability, both at Glasnevin and Loughglynn. The gardens attached to the former present an example of cropping and clean culture which could scarcely be surpassed; whilst those at the latter, scattered as they are over a comparatively extensive neighbourhood, are managed, under the circumstances, in a most satisfactory manner. An extension of the systems pursued at both places would, in my opinion, be extremely useful, as few acquirements would likely prove more serviceable to the small farmer and cottier, than a correct knowledge of cottage garden culture.

Speaking, generally, the agricultural school system is, at present, in a very prosperous condition; and, as an instrument for the gradual improvement of one of the most important interests of the country, it is annually gaining ground in the estimation of the people. Since its introduction, the agriculture of the country has greatly improved; and though I am not disposed to attribute all the merit of that advancement to the influence which *it* may have exercised in producing the desirable effect referred to, still I cannot overlook the fact that it has taken a very leading though unobtrusive part in relation to it. Perhaps no less than two or three thousand literary teachers have been made acquainted, when in training at the Normal Schools in Dublin, with the theoretical principles of agriculture, and have carried, and to a greater or less extent, diffused the knowledge which they have acquired throughout all parts of the country. Also, the Albert Agricultural Training Institution has prepared and sent out not less than five or six hundred well qualified young men, who, in their different capacities of land stewards, farmers, or agriculturists, have disseminated a knowledge of the principles and practice of improved husbandry most extensively. These are incontrovertible facts; and the inference deducible from them is, that the system has contributed most materially towards the furtherance of the improvement which has taken place. It is not, however, merely from a logical inference that I entertain the opinion just expressed; I have arrived at a conviction of its correctness from personal observation. On my visits to agricultural schools, I make it a point to inquire whether the practice pursued in the farm management has had any effect in improving the agriculture of the district. By these inquiries I have learned that the system of drainage pursued is invariably

Appendix I.

I. Reports on Agricultural Schools.

J. Donaghy, Esq.

followed in the performance of any subsequent drainage in the locality; that where *four* green crops were taken after a manured root crop, in succession, they have been gradually reduced to, at the most, *two;* that where turnips were formerly sowed broadcast, they are now sowed in drills, thinned to the proper distances, and efficiently cultivated; that the commencement of the preparatory culture for root crops is now made in autumn, whereas it was formerly delayed till spring; and that though the cattle are not house-fed throughout the entire year, the practice is followed during the winter season. Other changes, in the former mode of management, have been brought under my notice, but it seems unnecessary to enumerate them. Now, without intending, in the remotest degree, to underrate the value of the other agencies which are at present at work in the improvement of Irish agriculture, I respectfully submit that none of them has heretofore so successfully succeeded in overturning the fundamental errors connected with it, as the agricultural school system; and I confidently anticipate that if the system be in future supported and carried out as it ought to be, it will eventually place Ireland where she ought to be, both as regards her soil and other circumstances.

I have the honour to be, Sir, your obedient servant,

JOHN DONAGHY,

Sub-Agricultural Inspector.

Thomas Kirkpatrick, Esq., M.D.,
Head Agricultural Inspector, &c.,
The Albert Agricultural Training Institution,
Glasnevin.

Appendix I.

I. Reports on Agricultural Schools.

M. Brogan, Esq.

No. 3.—REPORT of M. BROGAN, Esq., Agricultural Sub-Inspector.

Education Office, 24th September, 1856.

I beg to submit the following Report of my proceedings in the inspection of Agricultural Schools, since the date of my resuming the office of Sub-Agricultural Inspector (1st November, 1855), till 1st August, 1856, a period of nine months.

Immediately after my re-appointment, according to official instructions, I proceeded to the inspection of the agricultural schools in the south and west of Ireland; and before the schools closed for the "Christmas vacation" I had visited and reported upon the state of the agricultural department in forty-four agricultural schools.

My first business at the commencement of the present year (1856) was to visit the following model agricultural schools under the exclusive control of the Commissioners, viz.:—Athy, Kilkenny, Gormanstown, Farrahy, Munster, Glandore, Dunmanway, and Leitrim, for the purpose of assisting at the annual valuation and closing of the farm accounts at these institutions. It affords me great pleasure to testify to the willing and efficient assistance rendered in each case by the local parties (respectable and intelligent practical farmers) appointed to act with me in estimating these valuations. I would also remark, *en passant*, that if some of those sage economists who deprecate all attempts on the part of the State to improve the chief *industrial art* of this country (because it requires some slight outlay of the public money, while thousands are freely allocated to promoting improvement in the *fine arts*, far less vitally essential to the

welfare of the country,) would only reflect on the large amount of available property (independent of permanent improvements in farm buildings, &c.) belonging to these institutions, their objections on the score of expenditure might be completely removed, or at least greatly modified.

On the 4th February I resumed the ordinary routine of inspection, and from that date to the time at which I close this report, a period of seven months, I made 165 visits of inspection to the agricultural schools of all classes. The following is a summary of the work performed by me during the entire period of nine months comprehended in this report :—

WORK PERFORMED.

Visits to agricultural schools of all classes, . . .	209
Miles travelled in performance of above, . . .	6,684
Average number of miles travelled to each inspection, .	32
Average number of schools visited each business day, exclusive of incidental office business, . .	1 nearly.

TIME OCCUPIED.

Visiting agricultural schools, . .	149 days
On business at Education Office, .	75 ,,
Sundays and office holidays, . .	50 ,,
Total, . .	274 days; or 9 months.

As no formal division of districts had been made to direct the movements of my colleague, Mr. Donaghy, and myself, we at first proceeded, as occasion required, without any definite arrangement, he occasionally visiting schools in the southern, while I visited others in the northern portion of the country. Latterly, however, by a mutual arrangement, not yet officially sanctioned, he has taken the northern portion, I confining myself to the southern, the "Midland" line of railway forming, for the most part, the line of demarcation, and pretty equally dividing the schools between us. The southern district containing, at present, eighty-seven agricultural schools, I have divided for the purpose of inspection into four tours, of twenty-two schools each. The inspection of the schools in each of these "tours" would occupy about a fortnight, so that, under ordinary circumstances, the entire might be visited six times annually, besides leaving a slight margin for office business. I am of opinion, however, that it is not at all necessary to give more than a *quarterly* visit to the "workhouse" and "ordinary" agricultural schools, while, on the other hand, it may be desirable to visit the *model* agricultural schools, especially those under the "exclusive control of the Commissioners," at much shorter intervals; the latter, I would say, should be visited *monthly*, in order to ensure a constantly efficient and vigorous working in every department. Should such an arrangement as the foregoing meet the approval and sanction of the Commissioners, the work of inspection in the *agricultural*, as in the *literary* department, would be reduced to a definite and systematic course of proceeding, and, as an obvious consequence, be more regularly and efficiently performed.

In the tabulated statement appended to this report I have submitted special observations on the state of the agricultural department in each of the agricultural schools in my district; but it may here be useful to offer a few general observations explanatory of the arrangement adopted in completing the table. Though the agricultural schools, viewed in the aggregate, are fairly realizing their

destined objects, there are, of course, not only different degrees of efficiency, the result of difference of management, or of local causes beyond the control of the management, but there are also, as in every system of a similar nature, exceptions to the general efficiency, though, I am happy to say, that the latter are very few indeed, and are almost wholly confined to the class of "workhouse" agricultural schools. I have marked these gradations of efficiency by classifying them in each section according to the completeness of their organization and the success attending their operations. By the former I mean their being in "full operation," and *complete in every department*, viz., "agricultural boarders," "agricultural class," and "industrial class"; and as regards the latter, I may observe that I look chiefly to success in *disseminating sound agricultural knowledge* in their respective localities. There are other elements, such as the *extent of the model farm, number of pupils receiving agricultural instruction, &c.*, which I have taken into account in determining the classification, but the two first-mentioned are those to which I attach the chief weight. The "model" and "ordinary" agricultural schools I have divided into three classes, but the "workhouse" schools, presenting a greater diversity of efficiency, I have divided into four classes. The following will show more clearly the plan of classification:—

First Class—Organization complete; working satisfactory.
Second Class—Organization defective, but working otherwise satisfactory.
Third Class—Organization and working both defective, in some respects.
Fourth Class (workhouse)—Organization and working seriously defective and unsatisfactory.

As regards the latter class, it is but fair to observe that it, for the most part, consists of cases which, having been formerly in a fair state of efficiency, have retrograded in consequence of a change of teachers, or from a serious diminution of the agricultural classes consequent on the general decrease of pauperism—a circumstance which, though gratifying in other respects, has seriously interfered with the efficiency of this class of agricultural schools. I know many workhouses where, a few years since, there was a large and efficient agricultural class, able to keep the farm cultivation in a forward and efficient state, and to make a creditable display of proficiency at the examination of the agricultural inspector, where now they have dwindled down to a few weak lads, scarcely able to read the simplest of the agricultural books, and therefore neither able to acquire much proficiency in agricultural knowledge or to work the farm efficiently or successfully.

But I regret that it is not in my power *in all cases* to palliate the want of efficiency by reference to causes lying beyond the control of the workhouse authorities. In many instances improvements of a very desirable nature, involving no outlay that would not afterwards be amply repaid, have been time after time urged on their attention; and, notwithstanding that the Poor Law Inspectors, who are generally most zealous in promoting the system of agricultural training in workhouses, have agreed in the expediency of these suggestions, and joined in pressing their adoption; yet, in most instances, the "laisser faire" system has prevailed wherever a question of *expenditure* was involved. I am not at all an advocate for the employment of *paid* labour on workhouse farms. Under ordinary circumstances,

I think it best to attempt no more cultivation than the amount of pauper labour available in the establishment can perform efficiently; but there are special cases where land must be in a great measure *reclaimed* before it can be adapted for profitable cultivation, or where some important work of permanent improvement is required to be effected before the land can be managed successfully; and I think there should be no hesitation as to employing paid labourers to execute these necessary works of "*permanent improvement*," leaving the pauper labourers to carry out the ordinary tillage operations, which would be neglected and unprofitable if attempted to be performed simultaneously with the performance of permanent improvements, and by the same hands.

As regards the ordinary working of the agricultural department of workhouse schools there are three points of improved management to which I direct particular attention, with a view to the more efficient industrial training of the boys, viz. :—

1. The adoption of some regular system, or "rotation of cropping."
2. The introduction of the most improved implements of tillage.
3. The careful collection and judicious management of both the solid and liquid manures.

In several instances these suggestions have been promptly attended to, but in many cases they have been entirely neglected, though time after time pressed on the attention of the boards of guardians in my observations on the state of the agricultural department.

Notwithstanding these drawbacks, it must be admitted that a vast amount of improvement has been effected by the introduction of the agricultural school system into the majority of the workhouses of this country, as well as into the national schools more immediately under the control of the Board of Education. The system of periodic inspection, and the hope of reward held out for efficient management, have acted as powerful stimulants to exertion on the part of the teachers and agriculturists, while year after year numbers of intelligent and industrious young lads are sent forth from these institutions to recruit, in a *two-fold* manner, the industrial energies of this country, adding not merely their physical strength to supply the increasing demand for labour, which the improving circumstances of the country is steadily creating, but rendering that strength still more powerful and effective by combining with it the lever of *industrial intelligence*.

I have the honour to be,

Your very obedient servant,

M. BROGAN,

Sub-Agricultural Inspector.

TABLE 1.—MODEL

School.	Agricultural Pupils.	Farm.
FIRST CLASS:		
Athy,	Boarders and Industrial Classes well attended. Large and intelligent Agricultural Class.	Recently enlarged from 20 to 70 acres—good clay soil. A large amount of permanent improvement effected, and more still in progress. Three rotations followed.
Farrahy,	Boarders and Industrial Classes well attended. Agricultural Class small.	Enlarged from 18 to 43 acres. Inferior soil undergoing a course of extensive and rapid improvement. Three and four-course rotations followed.
Gormanstown,	Do.	Enlarged from 20 to 48 acres—good clay soil. Cultivated on a four-course shift. New fences required, and are being constructed.
Mount Trenchard, Central,	Boarders and Industrial Classes well attended. The latter (same as Agricultural Class) drawn from the three National Schools affiliated with the Central Agricultural School.	Medium clay soil at a considerable elevation. All thorough drained and otherwise greatly improved. Managed on the four and five-course rotations.
Woodstock,	Boarders and Industrial Classes fairly attended. Agricultural Class largely attended.	Rather limited in extent (8¾ acres)—poor clay soil. Undergoing rapid improvement. Worked on four, five, and six-course rotations.
SECOND CLASS:		
Dunmanway,	Boarders' Class not constantly filled. Industrial Class regular and efficient. Agricultural Class large and intelligent.	Poor hungry soil; not adapted for profitable cultivation. Managed on three and four-course shifts.
Glandore,	Boarders' Class badly attended (only a free pupil). No Industrial Class. Large Agricultural Class.	Light rocky soil; 15 acres in tillage on four-course shift; remaining 9 acres, too shallow for cultivation, laid off as permanent sheep pasture.
Kyle Park,	Boarders' Class well attended. Industrial Class fairly. Agricultural Class small.	Soil for the most part very strong; clay extremely hard to labour. Managed on three and four-course shifts.
Derrycastle,	Boarders' Class badly attended (only a free pupil). Industrial Class fairly attended. Agricultural Class small.	Inferior land; much improved. Part light gravelly soil, and part peaty. About one-half the land or 10 acres in tillage, on the four-course shift; remainder in permanent pasture.
Tervoe,	Boarders' Class pretty fairly attended. No Industrial Class organized. Agricultural Class small and irregular in attendance.	A good clay soil, but of a rocky nature; much cleared and improved. Worked on a four-course shift.
Sallybank,	No boarders. An efficient Industrial Class. Agricultural Class fairly attended.	A very inferior soil; much improved by the unceasing industry of the teacher. Worked on a six-course rotation.
Ballinakill,	No boarders latterly. Industrial and Agricultural Classes pretty well attended.	A good clay soil, cultivated on a four-course shift.
Piltown,	No Boarders. Well attended and efficient Industrial and Agricultural Classes.	A rich clay soil, worked on a four-course rotation.
Glengarra,	Boarders and Industrial Classes well attended. Agricultural Class not well attended.	A medium clay soil, worked on a four-course shift.
Cahirsherkin,	No Boarders. Industrial and Agricultural Classes well attended.	Very poor shallow mountain land, ill adapted for tillage; considerably improved. Worked on a four-course rotation.

AGRICULTURAL SCHOOLS.

Farm Buildings.	General efficiency of Agricultural Department.	School.
		FIRST CLASS:
Substantially built on a regular plan. Recently enlarged to meet the increased requirements of the farm. In good repair.	Skilfully and efficiently conducted. Has been the cause of considerable improvement.	Athy.
Erected by the former Patron (Very Rev. Lord Mountmorres), aided by grant from Board. Too small for present extent of farm. Otherwise defective in construction. Middling repair. Require to be enlarged.	Very efficiently conducted. Has promoted local agricultural improvement to a gratifying extent.	Farrahy.
Erected by Board, on a regular plan. Require to be enlarged. In good repair.	Very successfully managed. Has greatly promoted local improvement.	Gormanstown.
Well built, on improved plan. Afford ample accommodation. In excellent repair.	Managed in a highly efficient and creditable manner, and forms a focus of improvement for the tenantry on Lord Monteagle's estates.	Mount Trenchard, Central.
Well and compactly built. In good order and repair. Barn requires enlargement.	Management very creditable; and progress in improvement highly satisfactory.	Woodstock.
		SECOND CLASS:
Well built, in most improved manner. Sufficient for a larger farm. In good repair.	Successful as regards the agricultural instruction of the pupils; not so in respect to the profitable culture of the land.	Dunmanway.
Erected by former Patron, Mr. Barry, and transferred by him to Commissioners. Tolerably well built. In pretty good repair.	The working, though conducted with as much efficiency as could be expected, has not been successful, owing to unfavourable local causes operating against it. It is latterly improving.	Glandore.
Erected by Landlord, Mr. Stoney, and transferred by him to the Commissioners. Not very well designed. Require to be improved in some respects.	Farm culture not successful, owing to the nature of the soil. Working otherwise efficient.	Kyle Park.
Well and regularly built. Adequate in extent, and in good repair.	Farm very creditably managed; but not very successful as regards agricultural instruction.	Derrycastle.
Well built and arranged. Of adequate size, and in good repair.	Model Farm well managed, and has effected a fair amount of improvement. Agricultural instruction not well carried out.	Tervoe.
Well built and arranged. Afford full accommodation. Byre requires additional fittings, otherwise in good repair.	General working and progress satisfactory.	Sallybank.
Original offices inferior and inadequate, now being enlarged and improved at the expense of the agriculturist.	Farm culture and improvement highly satisfactory. Agricultural instruction of ordinary pupils fairly carried out.	Ballinakill.
Conveniently arranged and fitted up. Adequate in extent.	Has worked in a highly efficient and successful manner. Receives great encouragement from the Patron, the Earl of Bessborough.	Piltown.
A new well-built and well-arranged steading erected at the sole expense of the Patron, the Duke of Devonshire.	Had been rather inefficient for some time; but since the admission of the agricultural boarders it is working very fairly.	Glengarra.
Old offices inferior and inadequate, now being enlarged and improved at the expense of the Patron, the Earl of Inchiquin.	Farm culture unsuccessful, from the unfavourable circumstances of soil and climate. Agricultural instruction well carried out.	Cahersherkin.

TABLE 1.—MODEL

School.	Agricultural Pupils.	Farm.
Rahan,	Boarders' Class fairly—Industrial Class tolerably well attended. Agricultural Class not well attended.	Medium clay soil, partly subject to annual inundations, which hitherto precluded all attempts to improve it permanently. This defect being now removed by arterial drainage, its improvement will be at once proceeded with. Worked on a four-course shift.
THIRD CLASS:		
Loughrea,	No Boarders or Industrial Class; but very few pupils in Agricultural Class.	A good clay soil, requiring no permanent improvements, managed on a five-course shift.
Partial Operation:		
Munster,	No Agricultural Pupils yet entered or instructed.	A good clay soil (one-third or about 40 acres in permanent sheep pasture); two-thirds in tillage, under two, three, and four-course rotations.
Mungret,		A good clay soil, requires drainage, fencing, and clearing of stones. About 40 acres allocated for tillage on a four-course rotation. Thirty acres (light stony land) in permanent sheep pasture.
Kilkenny,		A good clay soil, all under cultivation on four-course shift. No permanent improvements required except removal of some internal fences.
Suspended:		
Belvoir,	Suspended at present, teacher having removed to another Agricultural School.	A medium clay soil, subsoiled and cleared of stone. Worked on a five and six-course rotation.

TABLE 2.—ORDINARY

FIRST CLASS:		
Garryhill,	Agricultural Class small, but regularly attended. Industrial Class, regular in attendance and efficient.	Light rocky soil, much cleared and improved. Very successfully worked on a four-course rotation.
Parteen,	Agricultural Class large, and regularly attended. Industrial Class small, but efficient.	Rich clay soil, cultivated on a four-course shift.
SECOND CLASS:		
Feakle,	Large Agricultural Class. Industrial Class recently endowed, but not yet fully organized.	Medium clay soil, tolerably improved. Cultivated on a four-course shift.
Clonkeen,	Agricultural Class small, and rather backward in intelligence. No Industrial Class.	Poor rocky soil, undergoing a thorough course of clearing and improvement. Managed on a five-course shift.
Freemount,	Agricultural Class very limited as to numbers and attainments, and not at all proportioned to the large attendance at the school.	Medium clay soil, requiring no permanent improvements. Managed on a three-course shift.
Killacolla,	Agricultural Class tolerably well attended. Industrial Class fairly attended.	Medium clay soil, requiring no permanent improvement. Cultivated on a three-course rotation.
Lismore,	Agricultural and Industrial Classes largely and regularly attended.	Rich clay soil. Managed on a five-course rotation.

AGRICULTURAL SCHOOLS—*continued.*

Farm Buildings.	General efficiency of Agricultural Department.	School.
Tolerably well built and arranged. Rather deficient in accommodation. Cooking and root sheds required. In pretty good repair.	Farm management heretofore defective, owing to impossibility of drainage: now improving. Agricultural instruction fairly carried out.	Rahan.
		THIRD CLASS:
Built of stone, lime, and slated; but small and ill arranged. Inadequate in extent, and badly fitted up. They would require to be completely re-modelled.	Has been for a considerable time in a very inefficient and unsatisfactory state. Local parties do not seem to take any interest in its progress or efficiency. Should be re-organized on a totally different basis, or struck off altogether.	Loughrea.
		Partial Operation:
Erection of intended new steading not yet commenced; but some old buildings answer all the temporary requirements.	The farm management and improvement is conducted efficiently, and is progressing satisfactorily.	Munster.
New farm steading nearly completed.	Not much permanent improvements effected as yet. The land brought under cultivation is well managed.	Mungret.
Proposed new steading not yet commenced; but some old farm buildings have been made available, and answer very well until the new offices are ready.	The farm cultivation seems efficiently conducted; but being only a short time in operation, it is yet premature to speak of its success.	Kilkenny.
		Suspended:
The existing offices are of a very humble description, adequate in extent, but very defectively fitted up. The Patron, D. J. Wilson, Esq., seems anxious to have a better description of offices put up.	This is one of the oldest of the Agricultural Schools connected with the Board. It has effected considerable improvement, and until its recent suspension, worked very satisfactorily.	Belvoir.

AGRICULTURAL SCHOOLS.

		FIRST CLASS:
Well built, and of adequate extent. The old offices being inconvenient and badly constructed, the present offices were erected at the sole expense of the Patron, the Earl of Bessborough.	Both the agricultural instruction of the pupils, and the improved cultivation of the model farm, have been highly successful.	Garryhill.
Well built and arranged. Afford sufficient accommodation. Kept in good order and repair.	Working most efficiently, and successfully in every respect.	Parteen.
		SECOND CLASS:
Adequate in extent, but not well built (mud walls, thatched), or fitted up. Require to be improved.	Management on the whole satisfactory. The farm culture is, however, not so efficient as the instruction of the Agricultural Class.	Feakle.
Adequate in extent, but of an inferior description. Badly fitted up.	The farm culture and improvement is most energetically and efficiently carried out, but the agricultural instruction is as yet defective.	Clonkeen.
Inferior and inadequate. New offices about being erected by teacher.	Working as yet very defective. Agricultural class deficient in intelligence, and farm culture defective, both as to system and details.	Freémount.
Inferior and inadequate. Require to be enlarged and improved.	Working with a very fair degree of efficiency and success.	Killacolla.
None specially allocated for the model farm. There is a large farm steading attached to the school, used for a larger farm, cultivated by teacher's brother.	Works with a fair amount of efficiency and success.	Lismore.

TABLE 1.—MODEL

School.	Agricultural Pupils.	Model Farm.
Twomilehouse,	Agricultural Class fairly attended. No Industrial Class.	Good clay soil, subsoiled and otherwise improved. Cultivated on a four-course rotation.
Whitechurch,	Agricultural Class rather limited. No Industrial Class.	Medium clay soil, well laid out and improved. Managed on a four-course rotation.
Delgany,	Agricultural Class poorly attended. Industrial Class recently endowed, but not yet organized.	Good clay soil, rather steep and difficult to cultivate. Worked on a three-course rotation.
Clonkeenkeryl,	Agricultural Class fairly attended. No Industrial Class.	Part medium clay, and part moory soil, well laid out and improved. Cultivated on a four-course rotation.
Glanduff,	Agricultural and Industrial Classes well attended.	Light gravelly soil, cleared of stone, and otherwise much improved. Managed on a three and four-course rotation.
Cornafulla,	Agricultural Class poorly attended. Industrial Class pretty fairly attended.	Naturally poor gravelly soil, much improved by deep and careful cultivation. Managed on a four-course rotation.
THIRD CLASS:		
Kildinan,	Agricultural and Industrial Classes badly attended.	Poor mountain land; almost worthless when the teacher first attempted its reclamation; now much cleared and improved. Managed on a four-course shift.
Ooning,	Agricultural Class fairly attended. No Industrial Class.	Medium clay soil. Managed on a five-course rotation.
Ballyglass,	Attendance in Agricultural Class unsatisfactory. No Industrial Class.	Poor clay soil, drained and otherwise improved. Managed on a four-course rotation.
New Cases received into connexion in present year:		
Clonmore,	Small Agricultural Class. No Industrial Class.	A medium clay soil. Managed on a four-course rotation.
Templeorum,	Small Agricultural Class. No Industrial Class.	Good clay soil. Managed on a four-course rotation.
Kinvarra,	Large Agricultural Class, only visited once, when reporting on the application.	Light rocky soil, much cleared and improved. No rotation yet established.
Ballyegan,	Agricultural Class not then organized.	Good clay soil, requiring no permanent improvement.

AGRICULTURAL SCHOOLS—*continued.*

Farm Buildings.	General efficiency of Agricultural Department.	School.
Original offices too small. Now in progress of being enlarged, but not yet fully completed.	Efficiently conducted, and attended with a fair degree of success.	Twomilehouse.
Tolerably well built and arranged. Of adequate extent, but not yet well fitted up.	Has worked satisfactorily for the comparatively short time it is in connexion. Promises to become highly efficient.	Whitechurch.
Original offices, inferior and inadequate. Recently enlarged at the expense of the patron, Mr. La Touche, but not yet fully completed.	Farm management highly efficient and successful. Agricultural instruction not so satisfactory.	Delgany.
Adequate in extent, but not well arranged or fitted up. About being improved.	Tolerably efficient and successful.	Clonkeenkeryl.
Old offices being badly built and arranged have been thrown down, and a new steading, on an improved plan, is now in progress of erection, at the sole expense of the teacher.	Works most efficiently, and has been the cause of stimulating local improvement, to a very gratifying extent.	Glanduff.
Adequate in extent. Of a very plain description, but tolerably well arranged and fitted up.	The teacher, in the successful cultivation of very inferior land, has set an example of persevering industry to his neighbours, but the unsatisfactory attendance of the pupils, precludes the possibility of having a good Agricultural Class.	Cornafulla.
		THIRD CLASS:
Heretofore inadequate. Now being enlarged and improved by the teacher.	Efficient, as regards the improved and successful culture of inferior land. Not heretofore successful in the instruction of Agricultural Class. Latterly improving.	Kildinan.
Tolerably well built. Adequate, but not well fitted up.	Not efficient heretofore. Latterly improving.	Ooning.
Originally inadequate. Recently enlarged. Not yet fully completed.	Not efficient. Promises to work more satisfactorily.	Ballyglass.
		New Cases received into connexion in present year:
Inadequate, and badly fitted up. It is proposed to enlarge them.	Not much progress yet effected, being only a short time connected; but they promise to become both efficient and successful when fully organized, and a sufficient time in full operation.	Clonmore.
None yet erected on the farm. It is proposed to have them put up immediately.		Templeorum.
There is a very commodious farm steading, which is now undergoing further improvement, to adapt it to the improved system.		Kinvarra.
At present there is only a byre, but it is proposed to erect others.		Ballyegan

TABLE 2.—WORKHOUSE

School.	Superintendent of Agricultural Department.	Pupils.				Farm.		
		On Rolls.	Agricultural Class.	Industrial Class.	Employed at Trades.	Extent.		Tenure.
						A.	R. P.	
FIRST CLASS:								
Lismore,	Agriculturist,	76	18	40	22	16	0 0	Chiefly on lease, except a small portion of site.
Athy,	Do.,	119	22	30	23	32	0 0	Part at will, part on lease, and part as site
Clonmel,	Do.,	188	40	40	–	30	0 0	On lease.
Newcastle,	Master of Workhouse,	153	18	18	–	20	0 0	At will.
Tralee,	Agriculturist and Schoolmaster,	203	40	60	9	23	0 0	On lease.
Enniscorthy,	Agriculturist,	111	18	30	–	33	0 0	Do.
Roscrea,	Master and Schoolmaster,	72	15	20	15	5	0 0	Part of Workhouse site.
Kilmallock,	Agriculturist,	94	29	29	12	27	2 10	At will.
SECOND CLASS:								
Ennis,	Agriculturist and Schoolmaster,	105	27	30	15	4	2 0	On lease.
Kilrush,	Agriculturist,	154	16	38	9	24	1 7	Do.
Youghal,	Do,	103	50	40	–	27	0 0	Do.
Skibbereen,	Schoolmaster,	90	19	47	1	5	2 0	Part of site.
Mitchelstown,	Do.,	59	18	30	4	8	0 0	Do.
Carrick-on-Suir,	Agriculturist,	106	13	40	8	33	0 0	On lease.
Tipperary,	Do.,	101	26	40	–	8	3 0	Do.
Cashel,	Agriculturist and Schoolmaster,	152	30	40	–	5	0 0	Do.
Dungarvan,	Agriculturist,	82	36	40	–	6	0 0	Part of site.
Naa,	Agriculturist and Schoolmaster,	80	13	14	–	7	0 0	On lease.
Urlingford,	Master of Workhouse,	52	10	16	–	9	3 0	Part of site.
Tullamore,	Schoolmaster,	65	13	18	15	6	1 0	At will.
Athlone,	Do.,	72	19	10	12	4	1 0	Part site—part held at will.
Loughrea,	Master and Schoolmaster,	36	15	20	–	14	0 0	Part of site.

AGRICULTURAL SCHOOLS.

FARM. How Cultivated.	General Efficiency of Agricultural Department.
Worked on a five-course rotation.	Pupils well trained and instructed. Farm well managed. Live stock (cows and pigs) kept and managed very successfully.
The farm portion is under alternate grain and green crops—the portion inside the walls is under garden crops.	Ably conducted, and has worked very successfully.
Five-course rotation, modified to suit the requirements of the Workhouse.	Formerly inefficient, for want of adequate means to work the farm properly. Now much improved; working very satisfactorily, and promising to become highly efficient.
Four-course rotation.	Pupils well trained in agricultural industry, though not very proficient in a knowledge of agricultural principles. Farm management highly efficient and successful.
No particular rotation followed.	Though the farm management is defective in a few points, the working is, on the whole, very successful and satisfactory.
None now followed. Four-course intended.	Has worked very successfully heretofore, but a change of management and great decrease in the number of boys, are beginning to operate unfavourably on it.
Six-course green crop rotation.	The agricultural class is fairly instructed, and nothing can exceed the neatness and efficiency with which the land is laid out and cultivated.
Three and four-course shifts.	Works most efficiently, and has sent out many well-trained young lads to act as farm servants.
All under green crop. No rotation.	Pupils making fair progress. Farm very difficult to labour, but undergoing rapid improvement.
Under green and grain crops. No rotation.	Not very successful as yet in imparting agricultural instruction. Farm tolerably well managed.
Four and five-course rotations.	But very recently established, and not yet fully organized. Promises to become highly efficient.
All under green crops.	Conducted with a fair degree of efficiency and success.
Do.	Not long established. Making very fair progress.
Four-course shift heretofore followed; greater part now to be left in grass, and about five acres to kept in green cropping.	Worked satisfactorily heretofore. Retrograding latterly, in consequence of decrease of pauperism, and want of hands to work it properly. About to be curtailed in extent.
Under green crops—3-course rot.	Works with a fair degree of efficiency and success. There is, however, one serious defect—the imperfect and injudicious mode of collecting manure.
Do. 4 Do.	Satisfactory working heretofore marred by changes of management and location. Being of late permanently established at the Parent-house, it is now making fair progress.
Do. 5 Do.	Has always worked with a high degree of efficiency, and but for being on such a small scale would rank as a *first class* establishment.
Do. 7 Do.	Agricultural instruction hitherto defective, but latterly improving. Farm management and industrial training of the boys highly efficient.
Under green & grain crops—no rot.	Agricultural class rather backward in intelligence, being composed of very young lads of limited capacity. Farm improvement and cultivation highly satisfactory.
Under green crops—6-course rot.	Working so effectively and successfully that the only matter to be regretted is that the practical operations are on such a limited scale.
Do. no rotation.	Agricultural class carefully instructed, and highly intelligent. Farm well cultivated, but yet requiring a large amount of permanent improvement.
Under green & grain crops—no rot.	Not much progress yet made in imparting agricultural instruction (not long in connexion.) Farm management and industrial training satisfactorily carried out.

TABLE 2.—WORKHOUSE

School.	Superintendent of Agricultural Department.	Pupils.				Farm.	
		On Rolls.	Agricultural Class.	Industrial Class.	Employed at Trades.	Extent.	Tenure.
						A. R. P.	
Mountbellew,	Master and Schoolmaster,	35	7	30	5	6 0 0	Part of site.
THIRD CLASS:							
Tulla,	Agriculturist and Schoolmaster,	77	12	20	2	6 0 0	Part of site.
Dunmanway,	Schoolmaster,	19	10	8	6	2 0 0	Do.
Bandon,	Do.,	33	10	17	4	4 0 0	On lease.
Scariff,	Master and Schoolmaster,	82	30	24	6	3 2 0	Part of site.
Clonakilty,	Workhouse Master,	17	15	15	2	1 3 0	Do.
Kenmare,	Agriculturist and Schoolmaster,	107	12	12	5	7 1 0	Part site—part on lease.
Caherciveen,	Schoolmaster,	100	22	26	–	5 0 0	On lease.
Nenagh,	Agriculturist and Schoolmaster,	142	80	50	36	8 0 0	Do.
Kilmacthomas,	Master,	46	17	12	–	10 0 0	Do.
Rathdown,	Agriculturist and Schoolmaster,	114	9	48	48	15 0 0	Do.
Ballinasloe,	Master and Schoolmaster,	33	14	11	16	4 2 0	Part of site.
FOURTH CLASS:							
Corrofin,	Porter,	10	–	9	–	5 0 0	Part of site.
Bantry,	Schoolmaster,	71	15	15	–	3 2 0	Do.
Castletown,	Do.,	66	12	16	3	3 2 0	Do.
Listowel,	Do.,	132	–	–	–	2 2 0	Do.
Clogheen,	Master and Schoolmaster,	103	12	50	12	6 2 0	Rented on lease.
Thurles,	Schoolmaster,	94	11	10	–	3 0 0	Part of site.
Thomastown,	Do.,	41	10	15	7	25 0 0	On lease.
Abbeyleix,	Agriculturist and Schoolmaster,	50	14	16	–	20 0 0	At will.
New Ross,	None at present,	117	–	–	–	14 0 0	Rented on lease 11A., part of site, 3A.
Portumna,	Workhouse Master,	33	5	18	1	4 1 0	Part of site.
Ballyvaughan,	Agriculturist and Schoolmaster,	35	6	20	–	2 2 0	Do.
Killadysart,	Master and Schoolmaster,	51	9	12	3	6 0 0	Do.

NOTE.—The above statistics are abstracted, in each case, from my last Report prior to the date

AGRICULTURAL SCHOOLS—*continued.*

FARM. How Cultivated.	General Efficiency of Agricultural Department.
All under green crops—no rotation.	Agricultural class evince satisfactory proficiency, but latterly much diminished in numbers. Farm well cultivated, but still requiring much permanent improvement.
Do. Do.	Agricultural class exhibit medium proficiency. Farm tolerably well tilled and improved, but very defective as to systematic arrangement of the cropping.
Do. 4-course	Managed as efficiently as circumstances will permit. Numbers so reduced that there is now but the shadow of an agricultural class.
Do. no rotation.	Formerly worked with a fair amount of efficiency. Now rather retrograding, in consequence of decrease of numbers and change of management.
Do. Do.	Not much progress yet effected in communicating agricultural instruction. Tolerably fair progress in the tillage and improvement of the land. Much improvement yet remains to be effected.
Do. Do.	Working and progress highly satisfactory, but it is on a very limited scale.
Chiefly under green crops—part under grain, part not yet broken up out of grass—no rotation.	From various causes, principally changes of management and location, it has never yet been successful. It is latterly beginning to work better, but a great amount of improvement yet remains to be effected.
Under green crops—no rotation.	Pupils very well instructed in agricultural lessons. Farm yet very backward and neglected.
Do. Do.	There appeared a great falling off in the proficiency of the agricultural class at my last examination, and the cultivation is not at all as good as might be expected from the ample means for working the farm.
Under grain and green crops—alternately.	Agricultural class small and rather backward in intelligence. Farm improvement and cultivation progressing very satisfactorily.
Do. Do.	Agricultural instruction not at all satisfactory, as it would appear that the other arrangements of the establishment prevent its being regularly attended to. Farm culture tolerably good, considered in detail, but much wanting as to system.
Under green crops—no rotation.	Agricultural class fairly instructed. Land well tilled. Making fair progress, on the whole.
Under green and grain crops—alternately.	Agricultural instruction latterly suspended, consequent on great decrease of numbers and removal of schoolmaster. Farm cultivation and industrial training still fairly carried out.
Under green crops—no rotation.	Was making fair progress till the operations were temporarily suspended last spring, by the resignation of the schoolmaster, which retarded the operations, and left it since in an inefficient state.
Do. Do.	Formerly in a fair state of efficiency. Retrograded in consequence of change of teacher. Now placed under joint management of master and schoolmaster, and likely to work better.
Do. Do.	Both the agricultural instruction and industrial training have been some time suspended, owing to a change of teachers. They are now about being resumed by the recently appointed teacher.
Under green & grain crops—Do.	Latterly retrograding and unsatisfactory. New system of management about being adopted.
All under green crops—Do.	Agricultural class fairly instructed; but the cultivation of the land, and management of manure, very imperfect.
Under green & grain crops—Do.	Neglected and defective, owing to several changes of management, and inadequate means of working the large farm.
Do. Do.	Has never worked satisfactorily. Boys few, and very small. Means of working farm totally inadequate.
Do. Do.	Agricultural training and instruction suspended, in consequence of illness and decease of agriculturist.
All under green crops—Do.	Agricultural class greatly reduced in numbers, and now limited to a few young lads of very weak capacity. Farm tolerably well managed, but yet requiring a large amount of permanent improvement.
Do. Do. Worked on a three-course rotat.	Being but just received into connexion, it would be premature to speak as to their progress or efficiency.

of this Report, and hence may differ from the "Statistical Return" furnished on 31st December.

Appendix to Reports on

I. Return showing the total amount expended during the year ended 31st under the exclusive management of the Commissioners, and also the amount

To this Return is annexed a Statement of all further sums expended by

Name of School or Farm.	County.	Expenditure. General Farm Expenses.	Seeds, Implements, Live Stock, &c., not included in general Farm Expenses.	Rent and Taxes.	Maintenance of Agricultural Teachers, Pupils, and Servants.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Albert,[a]	Dublin,	173 0 5	809 3 7	788 15 9	1,943 14 2
2. Athy,[b]	Kildare,	338 6 6	77 12 4	82 12 10	46 7 2
3. Bailieborough,[c]	Cavan,	183 10 0	—	53 10 0	37 16 4
4. Ballymoney,[d]	Antrim,	161 9 4	18 4 2	52 18 0	—
5. Bath,[d]	Monaghan,	235 11 7	113 2 1	30 16 0	—
6. Derrycastle,	Tipperary,	173 15 11	29 14 7	13 15 9	59 3 11
7. Dunmanway,	Cork,	107 14 10	19 7 0	29 8 2	35 17 2
8. Farrahy,[e]	Do.	203 6 6	50 18 3	24 7 0	79 17 7
9. Glandore,	Do.	127 18 8	12 7 2	31 0 0	30 0 1
10. Gormanstown,[e]	Tipperary,	231 3 6	77 9 6	49 19 3	70 4 0
11. Kilkenny,[d]	Kilkenny,	151 11 5	114 10 6	146 11 0	—
12. Kyle Park,	Tipperary,	92 12 3	7 17 1	36 18 1	55 15 3
13. Leitrim,	Leitrim,	168 2 2	5 0 0	12 12 5	95 16 4
14. Limerick,[f]	Limerick,	313 18 5	29 5 0	—	—
15. Mount Trenchard,[g]	Do.	5 1 10	—	27 10 0	50 10 4
16. Munster,[h]	Cork,	367 2 8	241 12 8	231 0 0	—
17. Tervoe,	Limerick,	102 6 0	8 2 8	23 12 6	72 11 10
18. Woodstock,[i]	Kilkenny,	9 2 0	—	8 14 0	26 0 0
19. Ulster,[j]	Antrim,	—	—	245 11 4	—
		3,145 14 0	1,614 6 7	1,389 12 1	2,603 14 2

a About 80 acres of the Farm have yet to be drained and otherwise improved.

b The Drainage and Fencing, &c., of this Farm are nearly completed.

c A considerable portion of this Farm, which was recently enlarged, has not yet been improved.

d Not yet in full operation.

e Additional Farm Offices are required, and are about being erected, as the Farms have been lately enlarged.

f Not yet in full operation; the Farm Offices are in course of erection.

g The land is let to the Agricultural Teacher.

h Not yet in full operation; the new Farm Buildings will soon be commenced.

i The land is let to the Teacher of the National School.

j This Farm has been recently taken possession of by the Board.

Agricultural Schools.

December, 1855, on the several Agricultural Schools and Farms which are of Receipts from produce sold off those Farms during same period.

the Board in the year 1855, on account of Agricultural Education.

Salaries of Lecturers, Teachers, and Servants.	Total.	Receipts.	Valuation of Live and Dead Stock, &c., on each Farm on the 31st December, 1854.	Valuation of Live and Dead Stock, &c., on each Farm on the 31st December, 1855.	Increase or Decrease of Valuation in the year 1855, as compared with the year 1854.		
					Increase.	Decrease.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
854 4 2	4,568 18 1	1,497 15 7	2,612 8 4	3,151 10 0	539 1 8	—	1
78 0 0	622 18 10	321 15 4	935 18 0	1,043 18 8	108 0 8	—	2
50 0 0	324 16 4	67 19 4	290 16 8	429 5 10	138 9 2	—	3
66 13 4	299 4 10	103 11 3	161 6 7	227 6 10	66 0 3	—	4
50 0 0	429 9 8	132 14 2	209 7 0	342 7 4	133 0 4	—	5
36 0 0	312 10 2	62 10 7	152 18 3	183 16 8	30 18 5	—	6
50 0 0	242 7 2	96 4 6	195 17 0	183 9 5	—	12 7 7	7
36 0 0	394 9 4	126 0 2	453 12 1	479 6 3	25 14 2	—	8
50 0 0	251 5 11	119 11 9	364 6 6	362 17 9	—	1 8 9	9
36 0 0	464 16 3	298 15 10	459 18 9	559 15 9	99 17 0	—	10
70 0 0	482 12 11	12 15 1	—	615 2 10	615 2 10	—	11
36 0 0	229 2 8	60 10 4	239 18 9	201 4 4	—	38 14 5	12
36 0 0	317 10 11	129 19 10	354 8 10	367 3 6	12 14 8	—	13
92 0 0	435 3 5	139 13 6	423 10 6	647 12 4	224 1 10	—	14
30 0 0	113 2 2	19 4 3	—	—	—	—	15
72 0 0	911 15 4	682 3 1	1,242 9 0	1,320 19 6	78 10 6	—	16
36 0 0	242 13 0	156 15 0	325 18 0	330 17 11	4 19 11	—	17
42 0 0	85 16 0	13 1 0	—	—	—	—	18
11 6 8	256 18 0	40 0 0	—	—	—	—	19
1,732 4 2	10,985 11 0	4,081 0 7	8,422 14 3	10,446 14 11	2,076 11 5	52 10 9	
					£2,024 0 8 Net Increase in Valuation.		

Total Expenditure, as above,			£10,985 11 0
Deduct amount of Farm Receipts, as per above Return,		£4,081 0 7	
,, Increased value of Live and Dead Stock at end of year,		2,024 0 8	
			6,105 1 3
Total Cost of Agricultural Schools and Farms under *exclusive* management of Board,			4,880 9 9
Expenditure on Model Agricultural Schools under *local* management,		£523 15 11	
,, on Ordinary	do. do.	285 12 4	
,, on Workhouse	do. do.	400 0 0	
Salaries and Travelling Expenses of Agricultural Inspectors,		805 2 6	
			2,014 10 9
Total Cost of Agricultural Education in the year 1855 (exclusive of cost of Buildings),			£6,895 0 6

II. Statistics of Agricultural Schools.

No. 1.—Model Agricultural Schools.

a. *Under the exclusive management of the Commissioners.*

This is the most important class of Agricultural Schools, being generally more comprehensive, as regards extent and organization, than the others. With two exceptions (Mount Trenchard and Woodstock), they are worked by their respective Agriculturists for the public account, and every precaution is taken to ensure fidelity and accuracy in accounting for the various pecuniary transactions connected with their working.

School.	County.	Pupils receiving Agricultural Instruction.					Extent of Farm.	Live Stock.				
		Boarders.		Agricultural Class.	Total.	"Industrial Class."		Draught Animals.	Cattle.	Sheep.	Pigs.	Poultry.
		Paying.	Free.				A. R. P.					
1. Albert, . .	Dublin, .	–	90	–	90	–	177 0 0	7	65	90	54	90
2. Athy, . .	Kildare, .	4	–	35	39	8	62 2 4	4	20	–	8	25
3. Bailieborough, .	Cavan,	1	1	40	42	6	48 0 39	1	12	–	2	–
4. Ballymoney, .	Antrim, .	3	–	11	14	–	23 1 38	1	–	–	6	–
5 Bath, . .	Monaghan,	–	–	9	9	–	42 2 0	2	11	–	6	–
6. Belfast, . .	Antrim, .	–	–	–	–	–	109 0 0	4	–	–	–	–
7. Derrycastle, .	Tipperary, .	–	1	8	9	8	18 1 22	1	5	6	5	12
8. Dunmanway, .	Cork, .	4	–	50	54	12	12 1 10	1	5	–	6	10
9. Farrahy, . .	Do. .	3	1	11	15	6	43 0 0	1	10	–	4	17
10. Glandore, .	Do. .	–	1	23	24	–	24 3 0	1	11	8	2	14
11. Gormanstown, .	Tipperary, .	2	1	12	15	–	48 2 0	3	11	–	4	13
12. Kilkenny, .	Kilkenny, .	–	–	–	–	–	79 0 34	2	23	63	6	–
13. Kyle Park, .	Tipperary, .	3	1	10	14	6	16 0 0	2	2	–	12	19
14. Leitrim, . .	Leitrim, .	4	1	7	12	–	15 0 0	1	10	–	4	13
15. Limerick, .	Limerick, .	–	–	–	–	–	70 3 0	3	14	55	–	–
16. MountTrenchard[a]	Do. .	3	1	12	16	12	30 0 0	2	12	–	3	50
17. Munster, . .	Cork, .	–	–	–	–	–	126 3 17	3	40	101	36	43
18. Templedouglas,	Donegal, .	–	–	–	–	–	20 0 0	–	–	–	–	–
19. Tervoe, . .	Limerick, .	2	1	12	15	–	29 0 5	2	11	–	13	16
20. Woodstock,[b] .	Kilkenny, .	2	–	13	15	7	8 2 35	1	2	–	1	40
		31	99	253	383	65	1,005 1 4	42	264	323	172	362
Albert Garden,	Dublin,	All Pupils.			90	–	2 1 22	–	–	–	–	–
Glasnevin Industrial School Garden,[c] .	Do. .	–	–	48	48	16	2 0 23	–	–	–	4	–
	Total, .	31	99	301	431	81	1,009 3 9	42	264	323	176	362

a The Agriculturist is yearly tenant to Board, and farms on his own account, but subject to the supervision of the Agricultural Inspector. The profit realized in 1855 was £43 7*s.* 8*d.*

b This Farm is rented of the Commissioners, the same as that at Mount Trenchard. Profit realized in 1855, £23 6*s.* 10½*d.*

c Forty-six perches of the Garden are divided into six allotments, which are given to the most deserving pupils, who are allowed the profits after paying rent, cost of seeds, manures, &c.

b. *Under local management.*

The expenses incurred on account of this class of Schools are—1st. An allowance for the maintenance of resident or Boarding Pupils. 2nd. A salary of £10 to the Teacher for Agricultural Instruction; and the small grant for an Industrial Class. The following table gives some interesting statistics regarding them:—

School.	County.	Receiving Agricultural Instruction.					Extent of Farm.	Live Stock.				
		Boarders.		Agricultural Class.	Total.	"Industrial Class."		Draught Animals.	Cattle.	Sheep.	Pigs.	Poultry.
		Paying.	Free.				A. R. P.					
1. Ballinakill,[a]	Galway,	1	–	46	47	6	12 0 0	1	8	–	1	40
2. Cahersherkin,	Clare,	2	–	20	22	8	9 2 0	1	3	–	1	13
3. Carrick,	Fermanagh,	2	–	16	18	–	37 1 0	1	11	5	5	54
4. Castlehacket,	Galway,	–	–	17	17	6	16 2 20	1	3	20	2	33
5. Dromiskin,	Louth,	1	1	35	37	6	10 3 12	1	6	–	12	36
6. Drumhilla,	Monaghan,	1	2	10	13	6	48 0 0	3	15	7	2	30
7. Dunlewy,[b]	Donegal,	–	–	–	–	–	—	–	–	–	–	–
8. Esker,	Galway,	4	–	6	10	6	200 0 0	8	27	211	7	100
9. Glengarra,	Waterford,	3	1	32	36	8	12 0 0	1	4	–	2	27
10. Larne,	Antrim,	–	–	15	15	6	7 2 0	–	2	–	–	9
11. Loughashe,	Tyrone,	13	–	13	26	–	50 0 0	3	29	3	11	50
12. Loughrea,	Galway,	–	–	12	12	–	9 2 35	1	4	–	–	21
13. Markethill,	Armagh,	1	2	29	32	–	18 1 7	1	6	–	2	9
14. Piltown,	Kilkenny,	–	–	24	24	8	8 1 20	1	5	–	4	12
15. Rahan,	King's,	2	–	20	22	6	12 3 3	1	3	2	2	23
16. Sallybank,	Clare,	–	–	19	19	6	16 0 0	1	4	–	1	25
17. Templemoyle,	Londonderry,	35	–	–	35	–	172 0 32	6	30	65	23	–
	Totals,	65	6	314	385	72	641 0 9	31	160	313	75	482
		71										

[a] Besides the Model Farm, Teacher has an out-farm containing 18 acres.
[b] Not in operation.

Appendix to Reports on Agricultural Schools.

No. 2.—Ordinary Agricultural Schools.

This class of schools, which numbered forty-six at the close of last year, consists of Ordinary Agricultural Schools (either vested or non-vested), to which a small farm or garden farm is attached. The teacher, in addition to the duties of literary instruction, gives in-door instructions in agriculture to a class of the more advanced pupils of his schools, and affords practical instruction, both by precept and example, on his little holding. For those additional duties he receives the special salary of £5 per annum, a sum which would ill requite him for his labours, had it not been for the pecuniary and domestic advantages derived from the cultivation of his land. As in the case of the Model Agricultural Schools, the Commissioners make a small weekly grant towards the payment of an Industrial Class.

The following Table gives the statistics of this class of schools for the 31st December, 1855, &c. :—

School.	County.	Receiving Agricultural Instruction.		Extent of Farm.	Live Stock.				
		Agricultural Class.	Work on Farm.		Draught Animals.	Black Cattle.	Sheep.	Pigs.	Poultry.
				A. R. P.					
1. Balleighan,	Donegal,	15	8	12 2 0	1	5	–	–	13
2. Ballinvally,[a]	Westmeath,	24	8	2 2 10	–	1	–	1	–
3. Ballycarry,[b]	Antrim,	30	8	7 1 20	1	2	–	2	16
4. Ballygloss,	Kilkenny,	12	–	3 3 30	–	1	–	–	9
5. Ballynenor,	Tyrone,	18	18	55 1 30	2	13	–	2	26
6. Ballyougry,	Londonderry,	9	–	6 0 20	1	4	–	2	22
7. Ballytibbert,	Antrim,	16	–	2 0 30	–	1	1	–	–
8. Bohill,	Londonderry,	16	16	5 0 0	–	3	–	1	7
9. Bridgetown,	Clare,	18	–	2 0 0	–	1	–	1	8
10. Caradoan,	Donegal,	18	–	4 3 30	–	3	–	–	8
11. Cloghan,	Donegal,	23	23	10 0 0	–	2	–	–	–
12. Clonkeen,	Cork,	30	30	7 1 12	1	7	10	–	24
13. Clonkeenkeryl,	Galway,	22	–	25 2 13	3	11	7	6	26
14. Clonmore,	Kilkenny,	24	–	2 1 36	–	–	–	–	–
15. Clonmellon,	Westmeath,	18	18	6 1 9	–	2	–	–	–
16. Collin,	Antrim,	8	8	7 0 0	1	1	1	–	–
17. Convoy,	Donegal,	23	23	10 0 0	–	6	2	–	20
18. Cornafulla,	Roscommon,	18	26	12 2 1	–	4	–	2	10
19. Crislagh,	Donegal,	–	–	—	–	–	–	–	–
20. Delgany,	Wicklow,	23	2	4 0 0	–	3	–	–	6
21. Drumkeryl,	Cavan,	18	9	11 1 14	1	3	–	2	15
22. Drumnafern,	Tyrone,	16	–	5 1 16	–	2	–	1	18
23. Feakle,	Clare,	20	–	5 2 20	–	6	–	2	12
24. Fivemiletown,	Donegal,	–	–	—	–	–	–	–	–
25. Freemount,	Cork,	20	–	4 2 0	–	3	–	3	17
26. Garryhill,	Carlow,	21	8	4 2 37	–	5	–	4	6
27. Geevagh,	Sligo,	23	–	2 0 0	–	1	–	1	12
28. Glanduff,	Roscommon,	25	8	20 3 10	3	4	10	4	25
29. Kildinan,	Cork,	20	6	7 0 0	–	2	6	–	12
30. Killacolla,	Limerick,	12	6	14 0 0	1	2	–	1	–
31. Killenagh,	Roscommon,	42	8	9 1 10	–	2	–	1	16
32. Kilskyre,	Meath,	30	5	1 3 0	–	6	–	–	20
33. Laherdane,	Mayo,	20	–	4 1 3	–	2	7	–	–
34. Lismore,	Waterford,	24	8	3 2 31	–	–	–	–	–
35. Lough Ramor,	Cavan,	34	–	2 0 0	1	5	–	1	30
36. Mullingar,	Westmeath,	36	–	11 3 24	1	3	–	2	–
37. Ooning,	Kilkenny,	20	4	4 2 7	1	1	–	–	6
38. Parteen,	Clare,	20	4	2 1 0	–	3	–	2	12
39. Rathcline,	Longford,	30	–	2 0 30	–	–	–	1	–
40. Ratoath,	Meath,	32	–	7 2 30	–	7	–	2	12
41. Taniokey,[c]	Armagh,	26	1	8 2 22	1	2	–	2	8

[a] C. W. Hamilton, Esq., the Manager, reports favourably of the agricultural department.

[b] The agricultural instruction is so much appreciated that the Teacher has young men boarding in his family. It sends out about ten boys annually well instructed.

[c] Manager, Col. Close, has expended £100 during the year in the erection of offices.

No. 2.—Ordinary Agricultural Schools—*continued.*

School.	County.	Receiving Agricultural Instruction.		Extent of Farm.	Live Stock.				
		Agricultural Class.	Work on Farm.		Draught Animals.	Black Cattle.	Sheep.	Pigs.	Poultry.
				A. R. P.					
42. Templeorum, .	Kilkenny, .	13	–	2 0 0	–	–	–	–	–
43. Twomilehouse,	Kildare, .	20	–	4 3 17	1	2	–	1	5
44. Tyrehan, . .	Fermanagh,	28	–	2 0 0	–	–	–	2	–
45. Whitechurch,[a] .	Kilkenny, .	17	–	5 3 36	1	2	–	–	–
46. Woodpole,[b] .	Meath, .	24	–	16 1 37	–	3	–	1	10
		956	255	350 0 25	21	136	44	50	431
SCHOOL GARDENS.									
Albert,[c] . .	Dublin, .	–	–	—	–	–	–	–	–
Glasnevin (Village Ordinary School),[c]	Dublin, .	–	–	—	–	–	–	–	–
Loughglynn,[d] .	Roscommon,	21	–	0 2 0	–	–	..	–	–
		21	–	0 2 0	–	–	–	–	–

[a] Twenty-four perches have been set apart for school allotments, of which there are eight. The Teacher awarded a Silver Medal by the Local Farming Society for the result of his first efforts in industrial training.

[b] Though the Board have not endowed a Boarding Class in this school, the pupils' parents have been so urgent that the Teacher was induced to accommodate two on the usual terms.

[c] See page 426.

[d] The pupils who constitute the Agricultural Class in this school cultivate their *home* gardens under the directions of the Teachers. There are twenty-three of these *home* gardens at present.

No. 3.—Workhouse Agricultural Schools.

Of this class we had seventy-nine on the rolls on the 31st December, 1855. When taken into connexion a Workhouse Agricultural School receives a free grant of agricultural books, and the officers who conduct the in-door and out-door training of the boys receive gratuities, not exceeding £15 per annum, for each school. The Agricultural Sub-Inspectors report upon the agricultural department at least twice a-year, giving the number of boys receiving agricultural instruction (theoretical and practical), the cultivation of the farm, &c., and the agricultural committee on those facts award or withhold gratuities, &c. The following is a tabulated return of the pupils educated during the year 1855:—

School.	County.	Boys receiving Agricultural Instruction.	Area of Farm.	Live Stock.				
				Draught Animals.	Cattle.	Sheep.	Pigs.	Poultry.
			A. R. P.					
1. Abbeyleix,[a] . .	Queen's, .	12	25 0 0	–	–	–	–	–
2. Antrim,[b] . .	Antrim, .	18	18 2 0	–	5	–	5	–
3. Athlone,[c] . .	Westmeath,	40	4 0 0	1	–	–	–	–
4. Athy,[d] . .	Kildare, .	30	35 0 0	–	–	–	–	–

[a] No returns from the Guardians.

[b] Five boys hired out as farm servants have given much satisfaction.

[c] Neither report nor return furnished by Guardians.

[d] The Agricultural Committee of the Guardians express themselves as "highly gratified" with this school.

Appendix to Reports on Agricultural Schools.

No. 3.—Workhouse Agricultural Schools—*continued.*

School.	County.	Boys receiving Agricultural Instruction.	Area of Farm.	Live Stock.				
				Draught Animals.	Cattle.	Sheep.	Pigs.	Poultry.
			A. R. P.					
5. Ballinasloe,	Galway,	25	5 2 34	1	–	–	–	–
6. Ballinrobe,	Mayo,	8	6 0 0	–	–	–	–	–
7. Ballycastle,	Antrim,	–	—	–	–	–	–	–
8. Ballymahon,	Longford,	15	7 0 0	–	–	–	–	–
9. Ballymena,	Antrim,	12	9 3 0	–	–	–	–	–
10. Ballymoney,[a]	Antrim,	28	13 2 0	–	7	–	–	–
11. Balrothery,	Dublin,	15	26 2 0	1	–	–	–	–
12. Banbridge,	Down,	18	8 2 24	–	–	–	–	–
13. Bandon,	Cork,	10	4 0 0	–	–	–	–	–
14. Bantry,[b]	Cork,	24	4 0 0	–	–	–	–	–
15. Belfast,[c]	Antrim,	60	1 1 0	–	–	–	–	–
16. Caherciveen,	Kerry,	26	5 0 0	1	–	–	–	–
17. Carrickmacross,	Monaghan,	20	2 0 0	–	–	–	–	–
18. Carrick-on-Shan.,	Leitrim,	32	3 1 0	1	–	–	–	–
19. Carrick-on-Suir,[d]	Waterford,	60	26 0 16	3	10	–	–	–
20. Cashel,	Waterford,	44	7 0 0	–	–	–	–	–
21. Castleblayney,	Monaghan,	–	—	–	–	–	–	–
22. Castlerea,	Roscommon,	30	4 2 0	1	–	–	–	–
23. Castletown,	Cork,	29	3 2 0	–	–	–	–	–
24. Claremorris,	Mayo,	20	3 3 0	–	–	–	–	–
25. Clogheen,[e]	Tipperary,	63	5 0 4	–	–	–	–	–
26. Clonakilty,	Cork,	17	1 2 10	–	–	–	–	–
27. Clones,	Monaghan,	–	—	–	–	–	–	–
28. Clonmel,	Tipperary,	50	30 0 0	2	–	–	–	–
29. Coleraine,	Londonderry,	13	12 0 0	–	–	–	7	–
30. Corofin,	Clare,	12	5 0 0	1	–	–	–	–
31. Dublin,	Dublin,	60	3 0 0	–	–	–	–	–
32. Dungarvan,	Waterford,	50	6 0 0	2	–	–	–	–
33. Dunmanway,	Cork,	12	2 0 0	–	–	–	–	–
34. Dunshaughlin,	Meath,	12	1 2 0	–	–	–	–	–
35. Ennis,	Clare,	30	4 0 0	2	–	–	–	–
36. Enniscorthy,	Wexford,	30	32 2 30	4	–	–	–	–
37. Galway (Auxiliary)	Galway,	–	—	–	–	–	–	–
38. Granard,	Longford,	24	5 0 0	–	–	–	–	–
39. Kells,[f]	Meath,	8	3 1 10	2	–	–	–	–
40. Kenmare,	Kerry,	12	12 0 0	–	–	–	–	–
41. Kilmallock,	Tipperary,	48	27 2 10	–	–	20	–	–
42. Kilmacthomas,	Kilkenny,	10	15 0 0	–	–	–	–	–
43. Kilrush,	Clare,	36	24 1 7	2	–	–	5	–
44. Larne,	Antrim,	12	6 0 0	–	–	–	–	–
45. Lismore,[g]	Waterford,	16	18 3 0	1	4	–	4	–
46. Listowel,	Kerry,	30	3 1 12	–	–	–	–	–
47. Londonderry,	Londonderry,	32	2 0 0	–	–	–	–	–
48. Longford,	Longford,	28	7 0 0	–	–	–	–	–
49. Loughrea,	Galway,	15	10 0 0	1	–	–	–	–
50. Mitchelstown,	Cork,	30	6 0 20	1	–	–	–	–
51. Mohill,	Leitrim,	12	2 0 0	–	–	–	–	–
52. Monaghan,[h]	Monaghan,	20	1 0 18	–	–	–	–	–
53. Mountbellew,	Galway,	16	6 0 0	1	–	–	–	–
54. Naas,	Meath,	18	3 0 0	–	–	–	–	–
55. Navan,	Meath,	15	1 1 24	–	–	–	–	–
56. Nenagh,	Tipperary,	80	5 2 0	1	–	–	–	–
57. Newcastle,	Limerick,	15	20 0 0	–	–	–	–	–
58. New Ross,	Wexford,	–	12 0 27	1	–	–	–	–

[a] There is a difficulty in keeping up an agricultural class, owing to the increased demand on them by the farmers.

[b] Twenty of the boys hired out of the agricultural class as farm servants have given satisfaction, and ten more have obtained various employments, and are doing well.

[c] Teacher's illness prevented any return being furnished.

[d] The boys hired out gave great satisfaction.

[e] No balance sheet.

[f] A great many boys have been hired out during the year.

[g] Several of the agricultural class boys have been hired out as farm servants, not one of whom have returned to the Workhouse.

[h] The farmers prefer hiring boys out of the workhouse than going to the market for labour of the boys of equal age.

No. 3.—Workhouse Agricultural Schools—*continued.*

Appendix to Reports on Agricultural Schools.

School.	County.	Boys receiving Agricultural Instruction	Area of Farm.	Live Stock.				
				Draught Animals.	Cattle.	Sheep.	Pigs.	Poultry.
			A. R. P.					
59. Newtownards,	Down,	22	9 0 0	–	–	–	6	–
60. Oldcastle,	Meath,	13	6 0 3	–	–	–	–	–
61. Portumna,	Galway,	28	8 2 39	–	–	–	–	–
62. Roscommon,	Roscommon,	16	6 0 0	1	–	–	–	–
63. Roscrea,	Tipperary,	20	4 3 30	–	–	–	–	–
64. Rathdown,	Dublin,	48	15 0 0	–	–	–	–	–
65. Scariff,	Clare,	24	4 0 0	1	–	–	–	–
66. Skibbereen,	Cork,	68	5 1 0	1	–	–	–	–
67. Strabane,	Tyrone,	14	9 0 0	–	–	–	1	–
68. Strokestown,[a]	Roscommon,	20	10 2 34	1	7	–	2	–
69. Swineford,[b]	Mayo,	14	7 0 10	–	–	–	2	–
70. Thomastown,	Kilkenny,	9	20 0 0	–	–	–	–	–
71. Thurles,	Tipperary,	10	3 0 0	1	–	–	–	–
72. Tipperary,[c]	Tipperary,	32	8 3 12	–	–	–	–	–
73. Tralee,	Kerry,	100	23 1 17	1	–	–	–	–
74. Trim,	Meath,	23	2 2 12	–	–	–	–	–
75. Tulla,	Clare,	12	5 0 0	1	–	–	–	–
76. Tullamore,	King's,	22	6 0 11	–	–	–	–	–
77. Urlingford,	Kildare,	15	9 2 2	–	–	–	–	–
78. Westport,	Mayo,	9	4 0 0	–	–	–	–	–
79. Youghal,	Cork,	16	12 2 0	1	–	–	–	–
	Total,	1,947	788 2 26	33	33	20	32	–

[a] Several of the most advanced boys were taken out as farm servants during the year.
[b] Fifteen boys were taken out as farm servants last year, and continue to afford much satisfaction.
[c] The Judges of the Tipperary Farmers' Society would award a prize to the agriculturist if the Society's rules allowed them.

III. Return showing the Occupation, &c., of the Young Men Educated at the Albert National Agricultural Training Institution, from Jan., 1847, to Dec., 1855.

Name.	Date of Entry.	Date of Leaving.	Time spent at the Institution.	Destination on Leaving.
			Y. M.	
George Brennan,	1 Jan. 47,	13 June, 49,	2 6	Went out as a practical instructor.
Charles Fitzgerald,	1 Jan. 47,	21 June, 48,	1 6	Went out as a teacher of a National School.
Robert Reilly,	3 Jan. 47,	20 Dec. 47,	0 11	Agricultural teacher.
Jeremiah Ryan,	1 Feb. 47,	22 Jan. 48,	0 11	Conducting the Sallybank Agricultural School.
John M'Caffrey,	1 Feb. 47,	30 Mar. 48,	1 2	Agriculturist.
Michael Brogan,	2 Feb. 47,	28 Jan. 48,	0 11	Agricultural teacher.
George Lowe,	6 Feb. 47,	9 Feb. 49,	2 0	Emigrated to America.
Isaac Lowry,	12 Mar. 47,	14 Mar. 48,	1 0	Agricultural teacher.
John Masterson,	18 Mar. 47,	11 April, 48,	1 1	Went out as agriculturist at Esker College.
James M'Donnell,	23 Mar. 47,	18 Dec. 47,	0 9	Conducting the Larne Agricultural School.
John Adrain,	30 April, 47,	18 July, 48,	1 3	Head teacher in the Belfast Workhouse.
Michael M'Carthy,	23 June, 47,	18 May, 48,	0 11	Went out as a practical instructor.
Thomas Reynolds,	20 July, 47,	20 July, 49,	2 0	At mercantile business in Belfast.
P. Darrugh,	22 July, 47,	18 Jan. 48,	0 6	Agricultural teacher.
Frederick W. Connor,	13 Dec. 47,	22 July, 49,	2 7	Agriculturist at Dunmanway.
Patrick Farrelly,	5 Jan. 48,	5 Jan. 49,	1 0	Teacher in Tullamore Workhouse School.
Patrick O'Connor,	12 Feb. 48,	4 Dec. 48,	0 10	Agriculturist, Cen. Mod. Ag. School, Mt. Trenchard.
Patrick Quinn,	1 Mar. 48,	11 Nov. 48,	0 8	Agricultural teacher, Dromiskin Mod. Ag. School.
John Kenny,	1 Mar. 48,	18 Dec. 49,	1 9	Agriculturist, Limerick Model Farm.
Thomas Madden,	1 Mar. 48,	13 Mar. 49,	1 0	Agricultural teacher, Belvoir Model Ag. School.
Pierce Clarke,	9 Mar. 48,	22 Feb. 49,	0 11	Agricultural teacher at Hacketstown.

III. Return showing the Occupation, &c.—*continued.*

Name.	Date of Entry.	Date of Leaving.	Time spent at the Institution. Y.	M.	Destination on Leaving.
William Mahony,	18 April, 48,	24 April, 50,	2	0	Land steward.
John Leonard,	29 April, 48,	20 Feb. 49,	0	10	Land steward.
John White,	5 May, 48,	30 July, 49,	1	2	Agricul. and literary teacher in Larne Workhouse.
Hugh Davidson,	6 May, 48,	11 Nov. 48,	0	6	Left of his own accord.
John Gillan,	12 June, 48,	1 Dec. 48,	0	6	Emigrated.
Francis Boland,	1 July, 48,	21 Nov. 48,	0	4	Not known.
Patrick Kevany,	4 July, 48,	7 Feb. 50,	1	7	Agricultural teacher.
Robert Steele,	4 July, 48,	11 Aug. 49,	1	1	A literary teacher in London.
Henry M'Donnell,	11 July, 48,	1 Dec. 48,	0	5	Emigrated to America.
Terence M'Gowan,	19 July, 48,	23 July, 49,	1	0	Not known.
Eugene M'Auliffe,	24 July, 48,	24 July, 50,	2	0	Emigrated to America.
Patrick Kennedy,	2 Aug. 48,	23 Oct. 49,	1	2	Land steward to Mr. Kelly, Co. Galway.
Michael Kilkelly,	11 Aug. 48,	16 Mar. 49,	0	7	Land steward.
Patrick O'Grady,	19 Sept. 48,	22 Nov. 49,	1	2	Agricultural teacher.
James Smyth,	19 Sept. 48,	19 Sept. 49,	1	0	Agricultural teacher.
William Boyle,	19 Oct. 48,	29 Aug. 50,	1	10	Agriculturist, Derrycastle Model Farm.
James Croal,	26 Oct. 48,	31 Oct. 49,	1	0	Emigrated to America.
James Begley,	28 Oct. 48,	4 Dec. 49,	1	2	Literary teacher.
William Wolfe,	1 Nov. 48,	6 Nov. 50,	2	0	Agriculturist to Cashel Board of Guardians.
John M'Caffrey,	4 Nov. 48,	24 Jan. 49,	0	2	Agriculturist to Balrothery Board of Guardians.
Robert Scott,	26 Dec. 48,	3 Jan. 50,	1	11	Editor of a Horticultural Journal, &c., in America.
Francis Healy,	2 Jan. 49,	20 Jan. 51,	2	0	Agriculturist to Derrycastle Agricultural School.
Patrick Flood,	3 Jan. 49,	1 July, 49,	0	6	Agricultural teacher.
Michael Fitzpatrick,	8 Jan. 49,	25 May, 51,	2	4	Land steward to Mr. O'Farrell.
Patrick Cullinan,	8 Jan. 49,	22 Dec. 49,	0	11	Literary teacher.
Walter Mooney,	8 Jan. 49,	8 Jan. 50,	1	0	Not known.
James Burns,	15 Jan. 49,	23 April, 51,	2	3	Land steward.
James Heggarthy,	17 Jan. 49,	3 April, 49,	0	3	Had to go home to farm with his father.
David Pounch,	23 Jan. 49,	18 Dec. 49,	0	11	Agriculturist at Tervoe Model Agricul. School.
Bernard Smyth,	29 Jan. 49,	13 Dec. 50,	1	11	Agriculturist at Farrahy Model Farm.
Patrick Dermody,	6 Feb. 49,	29 May, 50,	1	3	Land steward.
John Boyd,	7 Feb. 49,	19 June, 49,	0	4	Agricultural teacher at Ballymena Ragged School.
James Kelsey,	13 Feb. 49,	28 Jan. 51,	1	11	Superintendent on a railway.
Daniel Darragh,	3 April, 49,	28 Jan. 51,	1	9	Not known.
John Kenny,	6 April, 49,	8 April, 51,	2	0	Agriculturist to Clonmel Board of Guardians.
Michael Kayes,	22 May, 49,	28 Mar. 50,	0	10	Farming on his own account.
John Flanagan,	22 May, 49,	24 May, 51,	2	0	Agriculturist to his patron.
Thomas Rynn,	12 June, 49,	20 June, 51,	2	0	Agriculturist to his patron.
James Walsh,	19 June, 49,	5 July, 50,	1	1	Agricultural teacher at the Glengarrah National Agricultural Model School.
Patrick F. O'Hagan,	21 July, 49,	6 Aug. 51,	2	1	Agriculturist to Kilmallock Board of Guardians.
Patrick M'Nally,	21 July, 49,	24 April, 50,	0	9	Literary teacher.
James Lowry,	1 Aug. 49,	11 Sept. 49,	1	1	Went out as literary teacher.
John Locke,	6 Aug. 49,	20 May, 51,	1	9	Agriculturist at Agricultural School, Kilwaughter.
John Kennedy,	23 Aug. 49,	2 June, 50,	0	10	Not known.
Cornelius Beaghan,	1 Oct. 49,	9 Oct. 51,	2	0	Agriculturist at Leitrim Agricultural School.
James Callan,	5 Oct. 49,	4 April, 51,	1	6	Assistant land steward with his father.
Patrick Coglan,	10 Oct. 49,	27 Feb. 50,	1	4	Agricultural teacher.
James Neville,	31 Jan. 49,	26 Feb. 49,	0	1	Agricultural teacher.
Matthew Ryan,	15 Oct. 49,	26 Nov. 51,	2	1	Agriculturist at Kyle Park.
Joseph Mulkern,	22 Oct. 49,	13 Sept. 52,	2	11	In establishment of Todd, Burns, & Co., Dublin.
Edward M'Cabe,	1 Nov. 49,	4 Nov. 50,	1	0	Assistant land steward with his father.
John Kelly, sen.,	10 Nov. 49,	31 Mar. 51,	1	4½	Agriculturist to a Poor Law Union.
John Sharpe,	21 Jan. 50,	19 Feb. 52,	2	1	In the office of the General Valuation of Ireland.
William M. Sharry,	31 Jan. 50,	1 April, 50,	0	3	Emigrated to America.
Robert Cunningham,	2 Feb. 50,	6 Dec. 50,	0	10	Agricultural teacher at Piltown Agricul. School.
Patrick Mahony,	11 Feb. 50,	30 Sept. 52,	2	7	Agriculturist to patron, and farming for himself.
Patrick Morrissy,	25 Feb. 50,	27 Feb. 51,	1	0	Agricultural teacher, Woodpole Agricul. School.
John Kelly, jun.,	1 Mar. 50,	29 July, 50,	0	4	Serving an apprenticeship to a solicitor.
Alexander Meban,	1 Mar. 50,	4 Mar. 52,	2	0	Farming with his father.
William Higgins,	9 Mar. 50,	29 Mar. 52,	2	0	Land steward.
Edward O'Brien,	2 April, 50,	11 May, 52,	2	1	Agriculturist to the Galway Board of Guardians.
Thomas Mannion,	13 April, 50,	20 Sept. 52,	2	5	Not known.
John Cliffe,	13 April, 50,	—	1	1	Died of consumption, 2nd May, 1851.
Thomas Byrne,	15 April, 50,	31 Jan. 52,	1	8	Land steward.
Arthur Bolten,	15 April, 50,	16 April, 52,	2	0	Went as an apprentice to Mr. Nevin's gardener.
John M'Caffry,	16 April, 50,	7 Sept. 52,	2	5	Emigrated.
Thomas Johnston,[a]	1 May, 50,	7 Sept. 52,	1	4	Working on his father's farm.
John Wiseman,	1 May, 50,	22 June, 52,	2	1	Farming with his father.

[a] His date of leaving from a re-admission was 25th November, 1850. Several times re-admitted.

III.—Return showing the Occupation, &c.—*continued.*

Name.	Date of Entry.	Date of Leaving.	Time spent at the Institution. Y.	M.	Destination on Leaving.
Cormack M'Sharry,	8 May, 50,	21 May, 51,	1	0	Entered Kylemore Academy.
Edmund Murphy	8 May, 50,	29 May, 52,	2	0	Emigrated to America.
Thomas Baldwin,	8 May, 50,	31 Oct. 50,	0	5	Clerk in the Education Office.
James M'Gurl,	8 May, 50,	13 July, 52,	2	2	Agriculturist to Car.-on-Shan. Board of Guardians.
John Thomson,	10 May, 50,	20 Feb. 52,	1	9	Went to Australia with his parents.
Patrick Prendergast,	27 May, 50,	30 May, 51,	1	0	Left on account of bad health.
James Smyth,	7 June, 50,	12 July, 52,	2	1	Agriculturist to the Commissioners, Co. Cork.
William Meagher,	13 June, 50,	13 Nov. 50,	0	5	Emigrated to Australia.
Patrick Davoran,	15 June, 50,	8 Aug. 51,	1	2	Agricultural teacher.
William Begley,	18 June, 50,	20 Jan. 52,	1	7	Teacher of a National School.
Andrew M'Night,	6 July, 50,	16 Nov. 51,	1	5	Not known.
James Brady,	18 July, 50,	3 Nov. 50,	0	4	—
Michael Mansfield,	31 July, 50,	20 Sept. 52,	2	2	Land steward in America.
Robert Johnston,	31 July, 50,	31 Mar. 51,	0	8	Literary teacher.
William Finn,	31 July, 50,	20 Sept. 52,	2	2	Land steward.
John Lysaught,	2 Sept. 50,	20 Sept. 52,	2	0	Land steward to Caleb Going, Esq., Co. Tipperary.
William Flood,	17 Sept. 50,	12 Oct. 52,	2	1	Agriculturist to the Board of Guardians, Lismore.
Robert Holmes,	30 Sept. 50,	17 May, 52,	1	8	Land steward.
John Foley,	11 Oct. 50,	23 Nov. 50,	0	1	Agriculturist at the Bath Model Farm.
John Keating,	12 Nov. 50,	26 July, 52,	1	8	Emigrated.
Florence O'Driscoll,	28 Nov. 50,	30 Sept. 52,	1	10	Farming on his own account.
William Cullen,	2 Dec. 50,	22 Nov. 52,	1	11	In the office of the General Valuation of Ireland.
Michael Shine,	2 Dec. 50,	10 Jan. 53,	2	1	Teacher of a National School.
Hugh Pettigrew,	6 Dec. 50,	14 Sept. 52,	1	9	Assistant teacher and agriculturist to Belfast Board of Guardians.
Philip Blackmore,	1 Jan. 51,	24 Dec. 52,	1	11	Farming on his own account.
Patrick O'Neill,	29 Jan. 51,	8 Feb. 53,	2	1	Agriculturist to Kilkenny Board of Guardians.
Michael O'Driscoll,	29 Jan. 51,	18 May, 52,	1	4	Farming on his own account.
Dennis Ryan,	3 Feb. 51,	21 July, 51,	0	5	Not known.
Patrick Foley,	15 Feb. 51,	1 Dec. 51,	0	10	Left to manage his mother's farm.
Matthew Fitzpatrick,	25 Feb. 51,	1 Mar. 53,	2	0	Clerk in Civil Service.
Timothy O'Sullivan,	18 Mar. 51,	30 Mar. 53,	2	0	Farming on his father's property.
William Kelly,	1 May, 51,	17 Feb. 52,	1	9	Emigrated to Australia.
Patrick Stephens,	1 May, 51,	6 Feb. 54,	2	9	Agriculturist at Kyle Park Agricultural School.
Hugh Delany,	3 May, 51,	3 Jan. 53,	1	8	Agriculturist at Glandore Agricultural School.
Robert Berry,	6 May, 51,	29 July, 52,	1	2	Not known.
John M'Kay,	9 June, 51,	30 July, 52,	1	1	Land steward.
Thomas Barnes,	10 June, 51,	8 Oct. 51,	0	4	Farming on his mother's property.
Patrick Clarke,	10 June, 51,	30 Mar. 53,	1	9	Agriculturist (*pro tem.*) to Carrick-on-Shannon Board of Guardians.
James O'Connor,	10 June, 51,	2 Aug. 52,	1	2	Valuator and surveyor on Gen. Val. of Ireland.
Bernard Hughes,	30 June, 51,	9 Mar. 53,	1	9	Agriculturist at Ballymoney Agricultural School.
Matthew Casey,	1 July, 51,	15 Nov. 52,	1	4	Agriculturist to the North Dublin Union.
Patrick O'Brien,	14 July, 51,	8 Aug. 53,	2	1	Agriculturist to the Athy Board of Guardians.
Michael O'Grady,	28 July, 51,	9 July, 52,	1	0	Agricultural teacher, Feakle, Co. Clare.
George Ferguson,	6 Aug. 51,	9 Mar. 52,	1	7	Emigrated.
John Grant,	9 Oct. 51,	10 July, 52,	0	9	Steward and gardener.
John Millar,	3 Nov. 51,	3 Nov. 52,	1	0	Land steward.
Joseph Burns,	24 Nov. 51,	6 Oct. 53,	1	11	Land steward.
John Jameson,	8 Dec. 51,	9 Dec. 52,	1	0	Agricultural teacher at Carrick Agricul. School.
Samuel Parker,	30 Jan. 52,	21 Aug. 52,	0	7	In the capacity of horticulturist in New York.
John Coakley,	10 Feb. 52,	21 Nov. 53,	1	9	Ordnance Department, Royal Sappers and Miners.
James Graham,	20 Feb. 52,	21 Feb. 54,	2	0	Land steward.
Patrick Donegan,	29 Feb. 52,	21 Nov. 53,	1	9	Ordnance Department, Royal Sappers and Miners.
Samuel Bell,	3 Mar. 52,	3 Feb. 54,	1	11	Agriculturist at the Dunmanway Model Farm.
Bernard Kearney,	9 Mar. 52,	23 Mar. 54,	2	0	Assistant land steward to Lord Clermont.
Patrick Keeffe,	17 Mar. 52,	22 June, 52,	0	3	Emigrated.
Patrick O'Shea,	18 Mar. 52,	2 May, 53,	1	2	Farming on his own account.
Thomas Doyle,	5 May, 52,	9 May, 54,	2	0	Went home to his father.
John Hughes,	20 May, 52,	26 April, 54,	1	11	Emigrated to Australia.
Thomas Burke,	5 June, 52,	6 June, 54,	2	0	Went home to farm with his father.
John Fitzgerald,	14 June, 52,	7 July, 54,	2	1	Land steward.
David Connor,	19 June, 52,	18 July, 53,	1	1	Ordnance Department, Royal Sappers and Miners.
Bernard Kilkelly,	9 July, 52,	15 Mar. 54,	1	8	Assistant land steward.
Robert Burns,	9 July, 52,	15 Mar. 54,	1	7	At business with his uncle.
James Moore,	16 July, 52,	2 April, 55,	2	9	Planter in Jamaica
William Rosse,	31 July, 52,	3 May, 53,	0	10	Agricultural teacher, Normal Instit., Edinburgh.
William Quinn,	5 Aug. 52,	21 Dec. 52,	0	5	Not known.
James Wiggins,	5 Aug. 52,	26 Nov. 53,	1	3	Ordnance Department, Royal Sappers and Miners.

III.—Return showing the Occupation, &c.—*continued.*

Name.	Date of Entry.	Date of Leaving.	Time spent at the Institution. Y.	M.	Destination on Leaving.
Edward Doran,	7 Aug. 52,	9 Aug. 54,	2	0	Teacher of a National School.
Thomas Palmer,	25 Aug. 52,	29 Aug. 54,	2	0	Not known.
Thomas Collins,	7 Sept. 52,	9 Sept. 54,	2	0	Farming in the Co. Clare.
Charles Keyes,	24 Sept. 52,	12 Feb. 53,	0	5	Not known.
John M'Mahon,	5 Oct. 52,	25 Aug. 54,	1	10	Land steward.
James Byrne,	5 Oct. 52,	17 Dec. 52,	0	3	Farming on his own account.
John Haire,	9 Oct. 52,	17 Dec. 52,	0	2	Not known.
William Noonan,	14 Oct. 52,	5 Nov. 52,	0	1	Farming with his father.
Timothy Casey,	15 Oct. 52,	24 Oct. 54,	2	0	Farming in the Co. Kerry.
James Donovan,	19 Oct. 52,	23 Nov. 52,	0	1	"Special Class," Normal Institution, Marlboro'-st.
Patrick Maloney,	20 Oct. 52,	24 Oct. 54,	2	0	Ordnance Department, Royal Sappers and Miners.
Wm. Thos. Graham,	1 Nov. 52,	13 Oct. 53,	0	11	Land steward.
Thomas Jordan,	20 Nov. 52,	29 Nov. 54,	2	0	Farming in the Co. Clare.
John Wauchope,	23 Nov. 52,	28 May, 53,	0	6	Farming at home.
Jeremiah M'Mahon,	23 Nov. 52,	27 Nov. 54,	2	0	Farming.
Jeremiah Lynch,	2 Dec. 52,	18 Feb. 53,	0	2½	Agriculturist to Rathkeale Board of Guardians.
John Kerr,	3 Dec. 52,	29 Aug. 54,	1	8	Steward and gardener.
John Hynes,	21 Dec. 52,	23 Dec. 54,	2	0	Assisting on his father's farm.
Thomas Manly,	21 Dec. 52,	26 Feb. 55,	2	2	Agriculturist to Commissioners, Co. Kilkenny.
Adam Roche,	29 Dec. 52,	29 Dec. 54,	2	0	Land steward, Co. Cork.
George Hunter,	31 Dec. 52,	5 Jan. 54	1	1	Emigrated.
James Crossan,	10 Jan. 53,	23 Sept. 53,	0	8	Not known.
Henry Clarke,	11 Jan. 53,	3 Jan. 55,	2	0	Agriculturist to the Commissioners.
Patrick M'Grath,	27 Jan. 53,	23 Oct. 54,	1	9	Land steward, Co. Roscommon.
Michael Costello,	4 Feb. 53,	3 Nov. 55,	2	9	Agriculturist to Commissioners, Co. Tipperary.
James Herbert,	4 Feb. 53,	30 Jan. 54,	0	11	Left for an appointment in the Civil Service.
Hugh Lynch,	14 Feb. 53,	22 Jan. 55,	2	0	Land steward in Co. Sligo.
John Johnston,	31 Mar. 53,	9 Sept. 54,	1	6	Teacher of a National School.
Michael Cottrell,	1 April, 53,	21 Nov. 53,	0	7	Ordnance Department, Corps of Royal Engineers.
Jeremiah Coffey,	2 April, 53,	18 April, 55,	2	0	Teacher of a National School.
Michael Ambrose,	12 April, 53,	21 Dec. 53,	0	8	Farming with his father.
John Craven,	25 April, 53,	27 April, 55,	2	0	Not known.
William Finnerty,	12 May, 53,	19 May, 55,	2	0	Farming.
Terence F. M'Gowan,	13 May, 53,	16 Jan. 54,	0	8	Farming for his uncle.
Robert Hunter,	13 May, 53,	7 Nov. 53,	0	7	Farming with his father.
Michael Dwyer,	1 June, 53,	14 June, 55,	2	0	Land steward in Co. Limerick.
Thomas Magner,	3 June, 53,	14 June, 55,	2	0	Farming with his father.
Peter Prendergast,	6 June, 53,	25 Dec. 54,	1	6	Employed in the Museum of Irish Industry.
Thomas M'Cabe,	1 Sept. 53,	12 Jan. 55,	2	4	Agriculturist to the Commissioners, Co. Monaghan.
William Smyth,	8 Sept. 53,	8 Sept. 55,	2	0	Emigrated to Australia.
Jeremiah Keleher,	3 Oct. 53,	31 Mar. 56,	2	5	Agriculturist to the Commissioners, Co. Donegal.
John Hayes,	26 Oct. 53,	24 Jan. 55,	1	3	Went home in consequence of sickness.
Bernard Walsh,	9 Nov. 53,	2 April, 55,	1	5	Planter in Jamaica.
James O'Hanlon,	26 Nov. 53,	17 Nov. 56,	3	0	Ordnance Department, Royal Sappers and Miners.
Michael Maloney,	1 Dec. 53,	10 Dec. 55,	2	0	Farming in Co. Clare.
John Mahony,	2 Dec. 53,	22 Jan. 56,	2	1	Farming in the Co. Cork.
Denis Dullea,	7 Dec. 53,	28 June, 54,	1	6	Agricultural teacher.
Francis Ryan,	3 Jan. 54,	30 Mar. 55,	1	2	Left of his own accord.
Loughlin Ryan,	18 Jan. 54,	28 Feb. 54,	0	1	Agricultural Teacher.
Peter Dumas,	19 Jan. 54,	22 Dec. 55,	1	11	Land steward in Co. Kerry.
Thomas Nolan,	19 Jan. 54,	7 Oct. 55,	1	9	Farming in the Co. Limerick.
James Pristo,	8 Feb. 54,	7 Mar. 55,	1	1	Land steward to his Royal Highness Prince Albert.
Philip Germaine,	20 Feb. 54,	5 Mar. 55,	1	1	Unknown.
James Armstrong,	20 Feb 54,	31 Mar. 55,	1	1	Planter in Jamaica.
James Higginson,	20 Feb. 54,	3 Mar. 56,	2	1	Intended emigrating to Australia.
Patrick Walsh,	20 Feb. 54,	10 Nov. 55,	1	9	Ordnance Department, Royal Sappers and Miners.
Thomas M'Gloin,	20 Feb. 54,	16 Mar. 55,	1	1	Farming at home.
Patrick Ward,	20 Feb. 54,	17 July, 54,	0	5	Emigrated to Australia to farm there.
Laurence Caffrey,	20 Feb. 54,	17 July, 54,	0	5	Land steward in Co. Galway.
James M'Cann,	20 Feb. 54,	20 Dec. 54,	0	10	Farming with his father.
Michael Walsh,	20 Feb. 54,	23 Feb. 56,	2	0	Emigrated to America.
William Kelly,	20 Feb. 54,	23 Feb. 56,	2	0	In the Constabulary.
Richard Macken,	20 Feb. 54,	6 June, 54,	0	4	Left from bad health.
John Meighan,	20 Feb. 54,	23 Feb. 56,	2	0	Farming with his father, Co. Westmeath.
James Veech,	20 Feb. 54,	2 April, 55,	1	2	Planter in Jamaica.
Henry Darby,	20 Feb. 54,	23 Feb. 56,	2	0	Not known.
John Wright,	20 Feb. 54,	5 Mar. 56,	2	1	Land steward.
John Wilson,	20 Feb. 54,	11 Sept. 54,	0	7	Not known.
Oliver Devlin,	20 Feb. 54,	1 Nov. 55,	1	9	Agriculturist to the Commissioners.

III.—RETURN showing the OCCUPATION, &c.—*continued.*

Name.	Date of Entry.	Date of Leaving.	Time spent at the Institution. Y.	M.	Destination on Leaving.
Richard Lindsay,	20 Feb. 54,	30 June, 56,	2	4	Agriculturist to the Commissioners.
William Wilson,	20 Feb. 54,	23 Feb. 56,	2	0	Farming with his brother, Co. Wicklow.
Patrick Hennessy,	21 Feb. 54,	23 Feb. 56,	2	0	Farming with his brother, Co. Cork.
Thomas Hoare,	27 Feb. 54,	28 Feb. 56,	2	0	Land steward in Co. Roscommon.
William Glindon,	8 Mar. 54,	4 Mar. 55,	1	0	Land steward.
John Egar,	16 Mar. 54,	20 Mar. 56,	2	0	Assisting on a farm in England.
Thomas Carroll,	20 Mar. 54,	10 April, 55,	1	1	Farming with his father, Co. Carlow.
Francis O'Higgins,	22 Mar. 54,	25 May, 54,	0	2	Left of his own accord.
Bartholomew Carey,	22 April, 54,	24 April, 56,	2	0	Farming with his father in Co. Roscommon.
Bernard M'Dermott,	22 April, 54,	3 Oct. 55,	1	6	Now farming.
William Clarke,	22 April, 54,	24 April, 56,	2	0	Farming with his father, Co. Roscommon.
James Bourke,	22 April, 54,	20 June, 54,	0	2	Left of his own accord.
Henry M'Candles,	1 May, 54,	15 Jan. 56,	1	9	Land steward in Co. Down.
Richard Shanahan,	1 May, 54,	9 Jan. 56,	1	8	Not known.
Arthur Murphy,	1 May, 54,	13 May, 56,	2	0	Teacher of a National School.
John Coleman,	1 May, 54,	10 Nov. 55,	1	6	Clerk in a Merchant's office.
James M'Inerny,	25 May, 54,	2 June, 56,	2	1	In the Constabulary.
John Owens,	27 June, 54,	27 Jan. 55,	1	7	Assistant Agricultural Teacher, Co. Roscommon.
John M'Feely,	1 July, 54,	12 Mar. 55,	1	8	In Surveying Department, Royal Engineers.
James Heavey,	18 Aug. 54,	28 Aug. 54,	0	0	Left on account of delicacy of health.
Thomas Thomson,	24 Aug. 54,	7 Oct. 55,	1	2	Not known.
Richard O'Connell,	25 Aug. 54,	9 July, 56,	1	11	Managing his mother's farm, Co. Waterford.
Matthew O'Brien,	25 Aug. 54,	4 Oct. 56,	2	2	Agriculturist to the Commissioners, Co. Leitrim.
Nicholas Moore,	30 Aug. 54,	2 Sept. 56,	2	0	Farming with his father, Co. Louth.
David Sheahan,	4 Sept. 54,	2 Sept. 56,	2	0	Farming with his father in Co. Cork.
Robert Samuels,	15 Sept. 54,	18 Sept. 56,	2	0	At home with his friends.
Edward Colgan,	19 Sept. 54,	23 Sept. 56,	2	0	Farming in the Co. Mayo.
William Lenihan,	1 Nov. 54,	11 Nov. 56,	2	0	Not known.
William Toner,	6 Nov. 54,	24 Sept. 56,	2	0	At home, assisting his father, who is land steward to the Duke of Leinster.
John H. Cooper,	7 Nov. 54,	12 Nov. 56,	2	0	Is likely to engage in farming.
John Donovan,	10 Nov. 54,	13 Nov. 56,	2	0	Working on his father's farm.
Charles Booth,	10 Nov. 54,	14 Nov. 56,	2	0	—
Edward Roberts,	10 Mar. 55,	9 Jan. 56,	0	10	Not known.
Matthew J. Byrne,	12 Mar. 55,	20 May, 56,	1	2	Farming with his father, Co. Waterford.
John Leddy,	15 Mar. 55,	4 July, 56,	1	4	Farming with his uncle, Co. Cavan.
Daniel Coveny,	17 Mar. 55,	18 July, 56,	1	4	Farming with his father, Co. Cork.
James Kiernan,	21 Mar. 55,	2 Oct. 56,	1	7	Entered College at Cavan.
John C. Fox,	3 May, 55,	21 May, 56,	1	0	Entered the "Special Class."
William Scott,	29 May, 55,	20 Oct. 56,	1	5	Agriculturist to the Commissioners, Co. Kildare.
Henry W. Cavet,	12 June, 55,	17 Aug. 55,	0	2	Left of his own accord.
Thomas Tynan,	1 Aug. 55,	12 Aug. 56,	1	0	Entered the "Special Class."
John M'Neave,	12 Sept. 55,	24 July, 56,	0	10	Farming with his father, Co. Mayo.
David Quane,	1 Nov. 55,	22 Jan. 56,	0	2	Left on account of bad health.
James Christie,	1 Nov. 55,	3 Sept. 56,	0	10	Not known.
William M'Cormick,	1 Nov. 55,	18 Jan. 56,	0	2	Died of Pulmonary Consumption.

The above list does not include a large number of "Extern" Pupils.

Appendix I.

IV. Prospectus of the Albert Agricultural Training Institution.

IV.—Prospectus of the Albert National Agricultural Training Institution, Glasnevin, Dublin.

Patrons.—The Commissioners of National Education in Ireland.

Superintendent.—Thomas Kirkpatrick, Esq., M.D., Agricultural Inspector.

Lecturers.

Animal Physiology and Pathology.—John F. Hodges, Esq., M.D., Professor, Queen's College, Belfast.

Botany and Vegetable Physiology.—D. Moore, Esq., M.R.I.A., A.L.S., and Curator, Royal Botanic Gardens, Glasnevin.

Chemistry and Geology.—W. K. Sullivan, Esq., Ph.D., Professor, Museum of Irish Industry, &c.

Practical Agriculture.—Mr. Baldwin. *Horticulture.*—Mr. Campbell.

Objects.—This institution, which was established by the Commissioners of National Education in Ireland, in the year 1838, is designed to supply such instruction, both in the *science* and *practice* of agriculture, as will qualify young men for discharging the important duties of teachers of agriculture, land stewards, farmers, &c., &c.

The Farm.—The farm, which is situated about three miles north of Dublin, and lies between the public roads leading to Santry and Swords, contains 180 statute acres. With a view of exemplifying the most approved systems of culture, various rotations of cropping are followed upon separate divisions of the farm. The system of house-feeding cattle is pursued both summer and winter. The arrangements for affording to the pupils as large an amount of information as possible upon every branch of the business of farming, including dairy husbandry, the fattening of cattle, the breeding and rearing of different kinds of live stock, the various operations of field culture, and the permanent improvement of the soil, are such as to place within their reach an opportunity of becoming acquainted with the practical details of every department of agriculture.

The Training Institution.—The training institution is situated on the farm. The new buildings (which were completed in 1853) comprise dormitories, dining hall, lecture and school room, for seventy-five resident pupils; museum, library, and laboratory; a comprehensive range of farm-offices, and apartments for the superintendent, matron, land steward, second literary teacher, and servants.

Management.—The chief supervision of the institution devolves upon the superintendent. The agriculturist, who resides on the farm, and is assisted by an efficient land steward, carries out the practical working of the farm under the direction of the superintendent. The literary instruction of the pupils is conducted by two competent teachers; and a gardener of practical experience has charge of the horticultural department.

Instruction.—The course of instruction imparted by the literary teachers embraces all the branches which constitute a sound English education, namely, English grammar and composition, arithmetic, book-keeping, and mathematics, including land surveying, levelling, and mapping.

Each of the lecturers of the Institution delivers two sessional courses of lectures annually. By these lectures, which are illustrated by means of numerous and carefully executed diagrams; valuable collections of minerals, plants, &c., and chemical apparatus, an opportunity is afforded the pupils to acquire a thorough knowledge of the principles of their profession.

In order that the pupils may become fully acquainted with improved practical husbandry, they are called upon to take part

in the performance of every farm operation, the feeding and management of live stock. They are made practically acquainted with the most recent application of steam power to agricultural purposes, and also with the uses of a very select collection of farm implements.

A certificate, founded on the reports of the lecturers and officers, will be granted to each pupil by the superintendent at the termination of his period of training, provided his conduct and proficiency warrant it.

Admission.—Two classes are admitted to the institution. The first consists of two divisions, one of which is composed of young men who intend to become land stewards or farmers, and who are boarded, lodged, and educated at the public expense.

A pupil is admitted into this division by application to the secretaries, on the following conditions, viz. :—

1. That he has acquired such literary attainments, either at one of the minor National agricultural schools, or at an elementary National school, as will enable him to pass examination in the subjects specified in the programme.

2. That he has attained the age of seventeen years, is of sound constitution, and free from disease.

3. That he produces satisfactory certificates of character, as regards his *industrial* habits, *sobriety*, and *general morality*.

The period of training is two years.

The second division of this class consists of literary teachers who are qualifying themselves for conducting agricultural schools.

The members of this division are also boarded, &c., gratuitously, and are admitted on the following conditions :—

That they have been previously trained in the literary department, and are able to produce similar satisfactory testimonials of character, &c., as those required on the part of the first division.

The period of training in this division only extends to one year.

The *second class* is composed of young men who board and lodge at their own expense, in the immediate neighbourhood of the farm.

The members of this class are admitted upon the following terms :—

1. That they engage in the ordinary farm work.

2. That they attend punctually with the intern pupils all the lectures delivered at the institution.

3. That they be amenable to all its rules and regulations.

4. That each pays an entrance fee of two guineas to the Commissioners, which is appropriated to the purchase of agricultural books for the library of the institution.

No specified time is set apart for the training of "pupils" of this class.

General Rules and Regulations to be observed by Pupils.

1. To pay prompt obedience to the orders of all the officers.

2. To attend punctually to all duties as laid down in "time table;" and to make no unnecessary noise within the building.

3. To appear in becoming apparel, and to cultivate habits of cleanliness and neatness. To wear slippers always within doors, and "school" coats when at study, and never to wear them out of doors.

4. Smoking and the use of spirituous liquors are strictly prohibited.

5. Not to suffer any garment, book, implement, or other article, to lie about in a slovenly or irregular manner.

6. The expense of repairing or replacing any article belonging to the Institution, injured or mislaid through the carelessness of any pupil, must be borne by him.

APPENDIX I.

IV. Prospectus of the Albert Agricultural Training Institution.

7. To observe a respectful, kind, and gentle demeanour in their intercourse with each other.

8. Not to enter the culinary department without permission. Undue intercourse with parties in the neighbourhood is not allowed; and intimacy with the servants of the Institution is prohibited.

9. It is not permitted to become a member of any political society, nor to take part at any meeting of a sectarian character. Newspapers, books, and periodicals, of a political or polemical character, are prohibited; also discussions on these subjects.

10. Neglect of attendance at Divine Worship on Sunday, and other days set apart for religious duty, will be looked on as a serious offence; and pupils are expected to pay strict attention to their respective clergymen, and otherwise attend to their religious duties.

11. No pupil is to wear or injure any article the property of another.

12. Nor to leave the premises on any occasion without permission.

13. *Out-door labour.*—Both classes are to engage in all descriptions of farm labour; to exhibit anxiety and zeal in performing same; to take due care of implements, &c., and are liable to be called on for extra work at any busy season of the year.

14. *Yard Officers*—are appointed in their turn to feed, clean, and otherwise attend to the live stock, and to keep the farm yard and offices clean and neat. They are to be assisted by the entire class each morning and night, Sundays and holidays excepted.

15. *Stable.*—Each pupil is called upon in his turn to take charge of a horse, which he is to clean and litter, under the direction of the ploughman.

General Time Table of the Albert Institution.

The entire classes are divided into two divisions, A and B, which are so employed, on alternate days, that while class A is at work, class B is at study, and *vice versa.*

SUMMER HALF-YEAR.

Time.	Employment of Class A, during one day.	Employment of Class B, during the same day.
H. M.		
At 5 0 A.M.	Rise.	Same as Class A.
From 5 0 to 5 30	Dress and say prayers.	,, ,,
5 30 ,, 6 0	Feed and clean stock, work in yard and on farm.	,, ,,
6 0 ,, 6 30	Wash, dress, and prepare for study.	,, ,,
6 30 ,, 8 0	Study in school-room.	,, ,,
8 0 ,, 9 0	Attend lecture.	,, ,,
9 0 ,, 9 30	Breakfast.	,, ,,
9 30 ,, 10 0	Prepare for study.	Prepare for work.
10 0 ,, 2 0 P.M.	Literary instruction.	Work on farm.
2 0 P.M. 3 0	Dinner.	Same as Class A.
3 0 ,, 6 0	Literary instruction.	Work on farm.
6 0 ,, 6 30	Relaxation.	Prepare for study.
6 30 ,, 8 30	Study in school-room.	Same as Class A.
8 30 ,, 9 0	Supper.	,, ,,
9 0 ,, 9 30	Feed and clean stock.	,, ,,
9 30 ,, 10 15	Enter dormitories; devotional exercises; prepare for bed.	,, ,,
10 15 —	Lights extinguished in dormitories	,, ,,

N.B.—In winter the pupils rise at 6 o'clock and work till twilight.

By order of the Board,

MAURICE CROSS, } Secretaries.
JAMES KELLY, }

V.—Form of Application for admission into the Albert National Agricultural Training Institution, Glasnevin.

V. Admission into the Albert Training Agricultural Institution.

The following Queries are to be answered by the applicant for the admission of a pupil into the above institution:—

1. The Christian and surname of the candidate?
2. The name, residence, and occupation of his parents?
3. The age of the candidate?
4. At what National School was he educated?
5. Is he of a healthy constitution?
6. To what religious denomination does he belong?

Signature of Patron or Applicant, ———
Post Town, ———
Date, ———

The following Certificates must be filled and signed:—

I. *From a Clergyman of candidate's religious persuasion.*

I certify that ——— is a person of good conduct and moral character.

Signature, ———
Date, ———

II. *From a Medical Practitioner.*

I certify that I have examined ———, and consider him to be in good health, of sound constitution, and free from any cutaneous disease.

Signature, ———
Date, ———

III. *From the District Inspector of National Schools.*

I certify that I have examined ———, and he possesses a fair acquaintance with the subjects specified in the subjoined programme.

Signature, ——— District Inspector.
Date, ———

Recommendation of Agricultural Inspector.

I recommend that ——— be admitted as an ——— into the ——— Model Agricultural School, county ———; his admission to date from the ——— day of ——— 185

Agricultural Inspector, ———
——— day of ——— 185

Agricultural Committee.

Secretary, ———

VI.—Programme of Examination of Candidates for admission into the Albert Institution.

VI. Programme of Examination.

Reading.—To read with correctness any passage selected in the Fourth Book of Lessons.

Writing.—To write a legible hand with facility.

Spelling.—To write from dictation with correctness any passage selected from the Third Book of Lessons.

APPENDIX I.

VI. Programme of Examination.

Grammar.—To know the parts of speech, and to possess such an elementary knowledge of syntax as to be able to parse short and easy sentences in prose.

Geography.—To be able to define the technical terms of geography, and to know the general outlines of the Map of the World, and the boundaries, counties, chief towns, rivers, &c., of Ireland.

Arithmetic.—To be able to repeat with accuracy, or write out, the several arithmetical tables, and to work with facility and accuracy any question in the elementary rules, simple proportion, and practice, and to possess an acquaintance with the nature of fractions.

Book-keeping.—To be acquainted with the nature and use of a cash account.

Geometry.—To know at least the first book of Euclid.

VII. Prospectus of the Model Agricultural Schools.

VII.—PROSPECTUS of the MODEL AGRICULTURAL SCHOOLS.*

The object of these Institutions is, besides affording agricultural instruction to the more advanced pupils attending the Literary Schools, and setting an example of skilful cultivation to the farmers in their neighbourhood, to educate and train a class of young men destined for agricultural professions, as Agricultural Teachers, Agriculturists, and Land Stewards. With this view accommodation has been provided at each for a certain number of resident Agricultural Pupils, or "Boarders," of whom one is always to be a *free* pupil selected and recommended by the Agricultural Inspector, the others being *paying* pupils.

The persons selected to fill these Agricultural Scholarships must be not less than FIFTEEN years of age, of good moral character, sound physical constitution, and fair literary acquirements. Pupils of National Schools obtain a preference.

They are dieted, lodged, and have their washing done in the establishment; and will receive literary instruction from the Schoolmaster, and a course of lectures on agricultural science from the Agriculturist, besides practical instruction on the Model Farm, in all the operations of which they will be required to assist.

The course of instruction comprises:—

In the literary department—Reading; Writing; Grammar, including English Composition; Geography; History; and Arithmetic, Book-keeping, the elements of Geometry, and Algebra, especially in their relation to Agriculture.

In the Agricultural Department—Drainage; tillage by manual and horse labour, with the description and use of the different implements necessary; rotation of crops; preparation of the soil for, time and mode of sowing, after-culture, harvesting and economizing the different crops cultivated; the best modes of collecting and preserving manures, with the nature and utility of stimulants and special manures, the crops to which they should be applied, at what time, and in what quantity; the breeding, rearing, house feeding, and general management of the different kinds of live stock; and the mode of keeping farm accounts.

While inmates of the Establishment they will be required to conform to its rules, and they will be constantly under the charge of a vigilant and intelligent superintendent, who will strictly enforce

* For further information regarding these schools, such as the "aid" afforded by the Commissioners, &c., see "Rules and Regulations of the Commissioners," which may be had on application.

order and discipline, and enjoin the observance of all moral and religious duties.

When the course of study in these Establishments is completed, those who have distinguished themselves by their good conduct and proficiency will have an opportunity of being sent to the principal Establishment at Glasnevin, there to complete their course of training free of any further expense.

In order to place the opportunity of receiving such useful and valuable instruction within the reach of the humble class for whom it is chiefly designed, the Commissioners have fixed the amount to be charged to each pupil at the following low rate:—

For District Model Agricultural Schools, £8
For Model Agricultural Schools, . . 6

Payable quarterly in advance, as directed in the summons; the Commissioners themselves contributing a sum, which, along with the above charge, is adequate to maintain those boarders according to a plain but substantial scale—(see the annexed "Dietary Table.")

Resident Agricultural Pupils' Time-Table.

	H.	M.		H.	M.	
At	5	0	A.M.			Rise.
From	5	0	to	5	30	Dress and make up Beds.
,,	5	30	to	5	45	Prayers.
,,	5	45	to	6	30	Feed and Clean Stock, Clean Yard, &c.
,,	6	30	to	7	0	Wash and prepare for Study.
,,	7	0	to	8	45	Study Agricultural Subjects, and attend the Lecture or Examination of the Agriculturist.
,,	8	45	to	9	0	Prepare for Breakfast.
,,	9	0	to	9	30	Breakfast.
,,	9	30	to	2	0	P.M. Feed Stock and Work on the Farm.
,,	2	0	to	3	0	Dinner.
,,	3	0	to	6	0	Feed Stock and Work on the Farm.
,,	6	0	to	6	30	Prepare for Study.
,,	6	30	to	8	0	Study Literary subjects under the superintendence of the Literary Teacher.
,,	8	0	to	8	30	Supper.
,,	8	30	to	9	15	Feed Stock and arrange every thing for the night.
,,	9	15	to	9	30	Prayers.
At	9	30	.	.		Prepare for Bed.
At	9	45	.	.		Extinguish lights in Dormitory.

The above is designed for the *Summer* half year; during the Winter months the hours for rising, meals, labour, and instruction, must be regulated according to the season.

Dietary for Resident Agricultural Pupils.

Days.	Breakfast.	Dinner.	Supper.
Sunday, .	Bread ¾lb.; Butter, 1 oz.; Tea, 1 pint.	Bread, ¾lb. Beef, boiled or stewed, ¾lb., and Vegetables.*	Oatmeal, ½lb. in Stirabout, and Skim Milk, 1 pint.
Monday, .	Do., and Sweetmilk, 1 pint.	Do., and Bacon, ¼lb. boiled with Vegetables.	Do.
Tuesday, .	Do. do.	Do., Butter, 1 oz.; Eggs, 2.	Do.
Wednesday,	Do. do.	Do., Soup, 1 pint, and Vegetables.	Do.
Thursday, .	Do. do.	Do., Bacon, ¼lb., and 2 eggs fried.	Do.
Friday, .	Do. Butter, 1 oz., and Coffee, 1 pint.	Do., Fish, 1lb., or Milk, 1 pint, and Butter, 1 oz.	Do.
Saturday, .	Do. Sweetmilk, 1 pint.	Do., Soup, 1 pint, and Vegetables.	Do.

* Potatoes, when available, can be substituted occasionally for the Bread at Dinner.

Appendix I.

VIII. Admission into Model Agricultural Schools.

VIII.—Form of Application for Admission of Pupils into Model Agricultural National Schools.

The following Queries are to be answered by the applicant for the admission of a pupil into one of the Model Agricultural National Schools:—

1. The Christian and surname of the candidate?
2. The name, residence, and occupation of his parents?
3. The age of the candidate?
4. At what National School was he educated?
5. Is he of a healthy constitution?
6. To what religious denomination does he belong?

Signature of Patron or Applicant, ———

Post Town, ———

Date, ———

The following Certificates must be filled and signed:—

I. *From a Clergyman of candidate's religious persuasion.*

I certify that ——— is a person of good conduct and moral character.

Signature, ———

Date, ———

II. *From a Medical Practitioner.*

I certify that I have examined ———, and consider him to be in good health, of sound constitution, and free from any cutaneous disease.

Signature, ———

Date, ———

III. *From Teacher of National School at which candidate was educated.*

I certify that ——— was a pupil of the ——— National School, from the ——— to the ———, and has acquired fair literary attainments.

Signature, ——— Teacher.

Date, ———

Recommendation of Agricultural Inspector.

I recommend that ——— be admitted a ——— pupil into the ——— Model Agricultural School, county ———; his admission to date from the ——— day of ——— 185 .

Agricultural Inspector, ———

——— day of ——— 185 .

Agricultural Committee.

Secretary, ———

IX. Directions for obtaining Aid to Ordinary Agricultural Schools.

IX.—MEANS to be adopted for obtaining AID towards the establishment of an AGRICULTURAL DEPARTMENT in connexion with a NATIONAL SCHOOL where local circumstances may be favourable for the combining of Agricultural with Literary instruction.

As much uncertainty is found to exist as to the proper course to be taken in order to obtain a grant towards the establishment of an *agricultural department* in connexion with a National School, and as many applications have had to be rejected in consequence of the necessary conditions not being complied with, the following directions are published for the future guidance of parties desirous of having *agricultural* instruction introduced into National Schools under their management:—

Wherever a farm of land of not less than *three statute acres* in extent, is connected with a National School, and at a distance not exceeding *half a mile* from it, aid will be granted to the agricultural department on the following conditions:

1st.—That an "*Agricultural Class*" of at least *ten* of the more advanced boys shall receive *theoretical* instruction in the school, and *practical* instruction on the farm, during a specified time each day.

2nd.—That the farm connected with the school shall be efficiently cultivated, according to some approved and *regular system* of *rotation*, so as to serve as a *Model* to the pupils and the surrounding neighbourhood.

3rd.—That the "*house-feeding of cattle*," and the *careful collection* and *skilful application* of *manure*, form characteristic features in the system of farm management.

When it has been determined to make application for aid, the manager should write to the "Secretaries, Education Office," notifying his desire to have agricultural instruction introduced into the school. He will then be furnished with the proper form of application, which he is to fill up and transmit to the Office. Directions will then be given to the Agricultural Inspector to visit at the earliest opportunity; *but, in the mean time, active steps should be taken in organizing the agricultural department, for unless it shall be in an efficient state of operation when the Agricultural Inspector visits, his report must be unfavourable, and the application must consequently be rejected.* If, on the other hand, an agricultural class has been formed, and is found to be progressing favourably in agricultural knowledge, and that the farm shall appear skilfully and carefully cultivated, the report must be favourable, and the grant of agricultural salary will date from the first of the month in which the application was received (if up before the 15th), *no matter what interval may elapse between the date of its being forwarded and the period of the Agricultural Inspector's visit.*

For further information regarding these schools, such as the aid afforded by the Commissioners, see "Rules and Regulations of the Commissioners," which may be had on application.

MAURICE CROSS, }
JAMES KELLY, } Secretaries

Education Office, Marlborough-street, Dublin.

APPENDIX I.

X. Circular. Forms of Annual Returns

X.—CIRCULAR.—ANNUAL REPORTS and RETURNS of "STATISTICS and CROPPING" of the NATIONAL AGRICULTURAL SCHOOLS.

Education Office, Marlborough-street, Dublin, 185 .

SIR,—We are directed to request that your Report for the year , on the Agricultural department of the Agricultural National School, together with the Returns of "Statistics and Cropping," of which blank forms are herewith sent, may be forwarded to this office.

It is requested that your Report may be drawn up with great care, in a simple and perspicuous style, avoiding all topics not strictly pertaining to your department, and briefly explaining, under the several heads herein set forth, the leading features of your system of management, and any peculiarities that may distinguish your practice from that usually followed.

It is also requested that the particulars required to be furnished in the returns, may be ascertained with the *greatest possible accuracy*, the object in view in requiring such details being, not only to ascertain the progress made and results obtained in each *individual* case, but to exhibit a *tabular statement* of the results realized in *different localities*, with *different soils*, and under *different circumstances*.

To obviate the necessity of forwarding the Farm Account Book, for the purpose of checking the accuracy of the statements in your report, you are requested to furnish an abstract of your accounts, on the form supplied for that purpose, and to have the same examined and certified by the Manager previous to its transmission.

It is considered desirable, for the sake of facility of reference, that some uniform arrangement should be adopted and adhered to in the publication of these reports, and you will, therefore, submit your observations, on the several matters pertaining to the agricultural department, in the following order:—

I.—AGRICULTURAL INSTRUCTION.

1. Agricultural Boarders,
2. Agricultural Class,
3. Industrial Class,

} State the increase or decrease in each class as compared with the previous year; and the attention to study, and proficiency acquired by the members of each.

II.—MODEL FARM.—State the degree of success which has attended your labours on it during the last year, and any peculiarities in your mode of cultivation, or in the results arising therefrom, which you may consider it useful and instructive to set forth.

III.—LIVE STOCK AND DAIRY MANAGEMENT.

IV.—MANURES.—How collected, preserved, and applied.

If portable or special manures were required, state the kinds, the crops to which they were applied, the quantity per acre, and the comparative results.

V. Permanent improvement effected during the year.

VI.—Progress of agricultural improvement in your locality, and to what extent it has been influenced and promoted by the beneficial example of improved management afforded on your model farm, &c.

VII.—Concluding observations and suggestions.

We are, Sir, your obedient servants,

MAURICE CROSS,
JAMES KELLY, } Secretaries.

To _____

(Return No. 1.)

Statistics of the_____Agricultural National School and Model Farm, County_____

31st December, 185 .

Extent.	Rent or Value per Statute Acre.	Cost of Cultivation.					Return from Cultivation.		
		Amount paid for Labour.	Estimated Value of the Gratuitous Labour of the Pupils.	Cost of Seeds, Manures, &c.	Rent and Taxes.	Total.	Estimated Value of the Produce raised.	Profit or Loss on the Farming transactions of the Year.	Comparative acreable (Statute) Profit or Loss.

(*Continued.*)

Live Stock.							Rotation or Rotations followed.	Pupils receiving Agricultural Instruction.				"Industrial Class."		
Draught Animals.	Black Cattle.				Sheep.	Pigs.	Poultry.		Agricultural Boarders.			Day Pupils.	Number paid by the Commissioners.	Number paid by the Patron or Teacher.	
	Bulls or Bullocks.	Cows.	Heifers.	Calves.					Free.	Pay half.	Pay full amount.			Patron.	Teacher.

(RETURN No. 2.)

Table showing the Cropping of the_____National School Farm, for 185

Crops cultivated.	Extent Occupied.	Period of Sowing or Planting.	Period of Harvesting.	Quantity of seed per Statute Acre.	Produce per Statute Acre.	Expense of Cultivation per Acre.	Result of Cultivation.		Observations.
							Profit.	Loss.	

(Signed,)_____Teacher.

I certify that the above Returns are correct, according to the best of my knowledge and belief,

_____ Manager.

_____Date.

Dublin: Printed by Alex. Thom & Sons, 87, Abbey-street,
For Her Majesty's Stationery Office.